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ABSTRACT

Materials contained in this booklet were developed to assist the teacher in a self-contained classroom to develop, organize, and utilize learning centers for reading and the language arts. Learning centers in a self-contained classroom are designated areas where students may go to work on a specific skill related to a new concept or a skill reinforcement. Centers allow group interaction and flexibility in skills grouping, freedom for the teacher to work with small skills or individuals, and also provide opportunities for students to move around and work with their peers in a variety of experiences. Self-selection, self-motivation, self-pacing, and self-correcting are desirous results which can come from a room with adequate learning centers. A procedures outline suggests guidelines for a teacher beginning to develop learning centers. Management suggestions are offered in the areas of room arrangement, scheduling, record keeping, organizing materials, support services, center standards, center tracking sheets, and evaluation. Sample center activities are described for kindergarten, primary, intermediate, and secondary students. A section of diagnostic/prescriptive teaching through the use of learning centers is provided. (MKM)

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A

LEARNING CENTER

HANDBOOK

For

Elementary - Secondary Teachers
Reading & Language Arts

June 1975

Including

DIAGNOSTIC/PRESCRIPTIVE TEACHING

THROUGH

THE USE OF LEARNING CENTERS

Funded by:
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Bettye McCormick, my secretary, who worked so diligently to get copy ready within the limited time constraint.

You, my colleagues, for your acceptance of this instrument, and for your willingness to include this compilation with your classroom resources.

Versie G. Burns

Reading Consultant

PREFACE

This handbook has been prepared to introduce teachers to the use of learning centers. The handbook is intended to guide teachers in the construction and trial of the sample centers.

The objectives of this handbook:

1) To suggest a philosophy of education which provides a background and purpose in the use of learning centers.

2) To guide teachers in the organization of learning centers.

3) To suggest ways of implementing and managing learning centers.

4) To provide models of sample activities that can be used in learning centers.

The activities presented are based on the goals of the California Framework in Reading, Elementary and Secondary Schools; the California Basic Reading Objectives; the PIRAMID skills continuum developed by elementary teachers; and the Grades 7 - 12 Skills Continuum developed by secondary teachers.

One of the primary tasks of education is to develop self-directed learners. It is important, in this regard, to provide a learning environment that will promote maximum learning for each students.

Donald Hodes, Assistant Superintendent
Division of Educational Services

INDIVIDUALIZTION OF INSTRUCTION

Individualization of instruction, presently required in compensatory education schools, is one of the few trends in education that will insure equal educational opportunitics for our youngsters in the classroom if properly implemented.

Such a plan requires a new trend of thinking, a change in classroom management systems, and the availability of many resources that are adaptable to meet the needs of students. Learning centers can assist teachers in this effort by providing for a wide range of learning needs if appropriately designed and resourced. In other words, learning centers offer a different strategy of teaching which will help youngsters help themselves in improving levels of achievement.

Most of the materials in this book can be adapted for any level of instruction. It is hoped that teachers will find this material of practical value for use in the classroom.

THURMAN C. JOHNSON, Administrator

Elementary Schools and Compensatory Education

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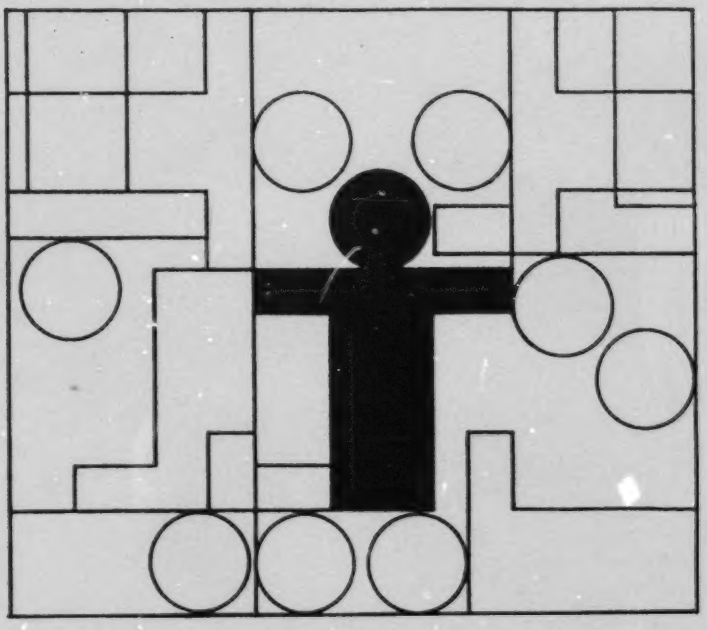
PART I
CREATING A LEARNING
ENVIRONMENT



INTRODUCTION

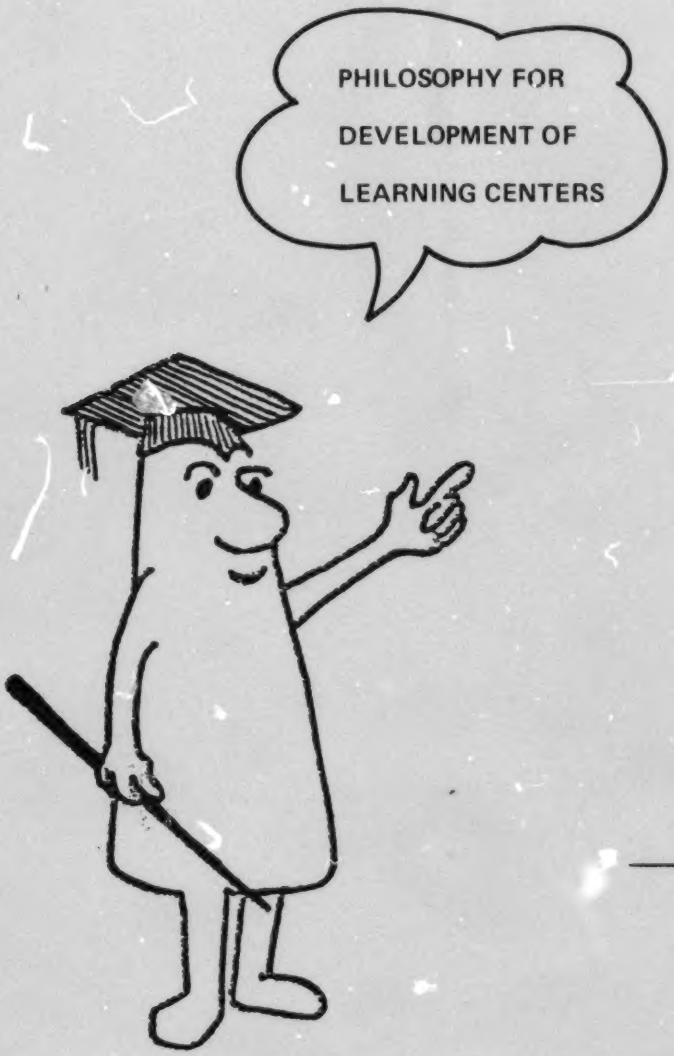
Materials contained in this booklet were developed to assist the teacher with "learning centers" in the self-contained classroom. We have included some ways of organizing yourself, your materials, and your room, scheduling of centers, levels of center growth, suggestions for some types of centers, center terminology, and center tracking sheets.

Learning centers or stations, as used in a self-contained classroom, are designated areas where students may go to do a specific skill related to a new concept or a skill reinforcement. Some centers may be "nonacademic" areas where the student's interest and imagination can be explored.

Centers allow group interaction and flexibility in skills grouping, freedom for the teacher to work with small skills groups or individuals, and also provide opportunities for students to move around and work with their peers in a variety of experiences.

Each center may have one or more activities in a related subject area. Such activities might be sequential in development, multi-leveled, and geared to varying abilities within the class. Complete self-selection is possible if everyone in the class is capable of successfully completing some activities at each center, and the teacher provides for students to learn at various rates and learn through differing modalities.

Self-selection, self-motivation, self-pacing, and self-correcting are desirous results which can come from a room rich in learning centers. The centers allow students to pursue their own interests, thus developing individualized, enjoyable school activities while fostering independence, creativity, skills in subject matter, and research skills.


PHILOSOPHY FOR
DEVELOPMENT OF
LEARNING CENTERS

Self-Directed
Teacher-Directed

WHAT IS A LEARNING CENTER?

For years teachers have experimented with new methods and techniques to accommodate the individual needs of the student. The development and use of the learning center is an effective method of achieving individualization of learning. It is not intended as a panacea for all learning problems, but rather a system for moving students away from teacher-centered learning experiences toward student-selected learning activities.

The learning center is not meant to replace the teacher, nor can it be expected to be the prime source of instruction in the classroom. It can however, be used to provide the necessary reinforcement for, expansion on, and enrichment of those concepts and skills previously introduced by the teacher.

WHY USE LEARNING CENTERS?

Students are not alike. The classroom teacher must be aware of the differences in motivation, ability, and interest of her pupils. The student's needs are real and more numerous than we often recognize. The learning center approach allows the teacher to develop certain activities and materials which cater to individual differences. Because of the greater array of learning activities, the student will become involved in the educational process. The student will assume more responsibility about what he learns and will begin to evaluate the effectiveness of his efforts. The student will advance at his own rate—a rate which is governed by his ability, his interest,and his motivation.

Learning centers build small group activities into the learning process. The student is offered group situations as well as the opportunity to work independently. Learning to function as a group member is vital to the development of each child. By working together the students exchange ideas and share the responsibility for learning. There is no one way of establishing groups. Before the teacher divides the class into groups, the teacher must consider the skill or task to be accomplished by the group. Once the task has been defined, then the instructor may group according to ability, interest, subject matter, friends, etc. The most productive small group is where the students through group interaction assume a dominant role in their educational program.

HOW WILL THE STUDENT FEEL ABOUT LEARNING CENTERS?

If in the development of the learning center, the teacher is attentive to individual interests, learning styles, ability differences, and achievement range, a success factor will be assured. When the student is involved in setting the goals, selection of the learning activities, the pace at which he will work, and the evaluation of that work, then success will occur. These experiences with success will in turn enhance the self image of the student.

WHERE DO I BEGIN?

In developing educationally sound, stimulating learning centers which will meet the needs of your students; the key is pre-planning. Base your center on definite behavioral objectives which will be met as a result of work in the centers. A survey of student needs through pre-testing may be your guide to the types of activities you will develop for your centers. Variety and attractive packaging will enhance appeal and motive. Whether the intent of the center is skills development, enrichment or sheer fun the center should be activity-oriented. Where do you begin? First, determine the center's purpose. Second, decide on activities which will help students meet that goal. Third, be creative in constructing the center in an attractive manner. And finally, plan a method of evaluating.

HOW WILL LEARNING CENTERS CHANGE MY CLASSROOM?

Two important changes in a learning center oriented program are room environment and the social interaction classroom atmosphere. The spatial arrangement of materials and consistent flow of time without subject area breaks will allow students to learn by a process of integrated subject areas. The teacher relinquishes the control of physical placement and movement as students decide to work on tables, floor, rug, or outside the room. Through interaction with the peer group students learn respect and consideration while working in the academic areas of the curriculum.

PROCEDURES OUTLINE

1. Consider use of centers approach. Teacher asks her/himself, "What do I want centers to do for me?"

2. Decides depth of involvement.

    a) Number of students

    b) Number of centers

    c) Areas of curriculum

    d) Amount of time devoted to centers

3. Inventories school for available A.V. materials.

    a) Earphones, listening posts, record player, tape recorder, film viewers

    b) Records (story or music)

    c) Tapes recorded or blank

4. Arranges physical setup of room.

5. Secures incoming students' records.

    a) Assess needs and strengths

    b) Secure diagnostic instrument for grouping

6. Organizes materials according to needs of students.

    a) Collect/sort materials for appropriate centers

    b) File materials according to skill areas

7. Sets up materials at centers with appropriate supplies and student follow-up.

8. Determine room management.

    a) Movement pattern (e.g., wheel, chart, pocket chart)

    b) Daily schedule (group composition, reading groups, flexible skills groups)

    c) Method for record keeping of individual skills (e.g., tracking cards, skills profiles, etc.)

    d) System of storing student's daily work (individual folders, etc.)

9. Reviews availability of support services.

    a) Reading specialist, speech therapist, reading resource teacher, counselor, psychologist, psychometrist

    b) Cross-age tutors, parent helpers, paraprofessionals

    c) Student teachers, college aides

10. Agrees on center standards and expectations with students.

    a) Are centers optional/required?

    b) Orient students to centers skills media (e.g., how to play games, answer key procedures, etc.)

11. Begins instruction.

12. Evaluates with students.

    a) Mini-conference

    b) Verification of completion of center forms

    c) Evaluate the centers content and operation

13. Recycles as areas of students' needs are indicated.

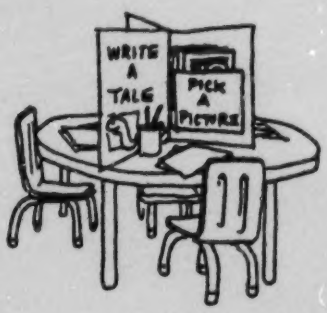
MANAGEMENT

Room Arrangement

Use your imagination and meet the needs of your students.

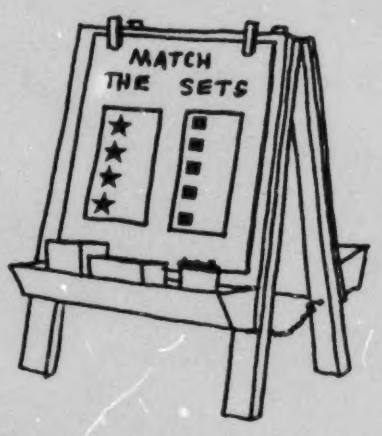
The basic room arrangement technique is to make clusters around the room.

There are several styles of classroom desks. For learning centers the flat top individual desks or large 4-8 student tables with separate chairs are the most convenient.

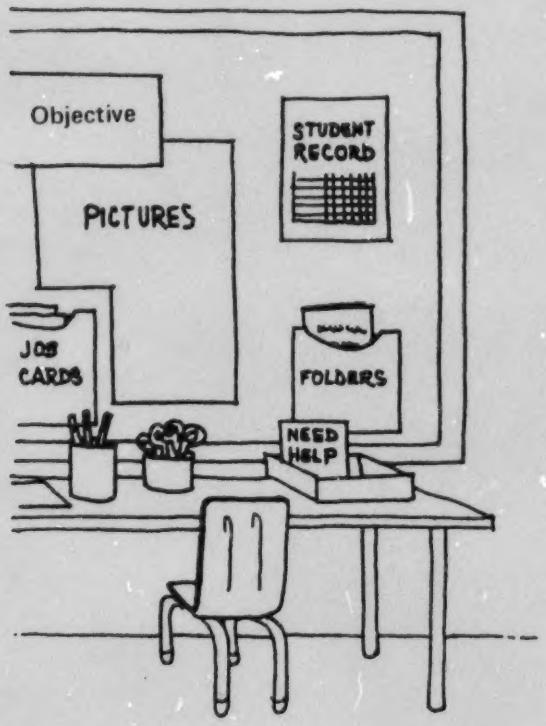


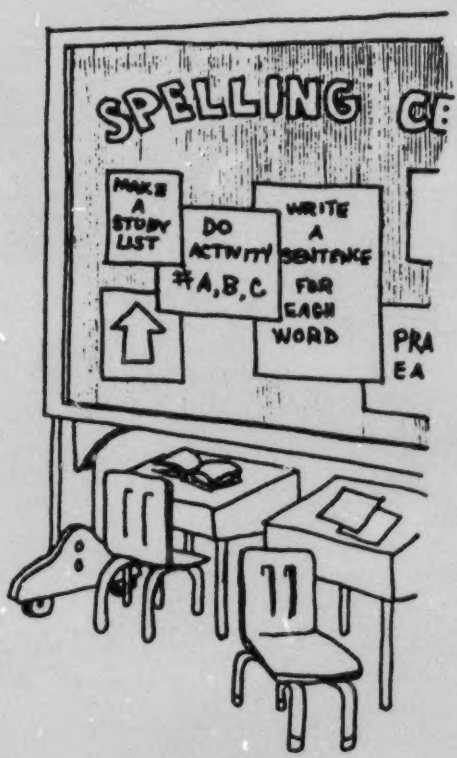
Slanting desk tops cannot support gameboards nor fit together to make larger tables. However, they may be used in study centers or for individual activities. Centers may be located on shelves or walls using the slanting desks for a writing surface. Games could be played on a rug or the floor.

Other pieces of furniture to include, if available: bookcases, dividers, racks, portable chart racks, painting easels, overstuffed chairs, and a couch.



Use bulletin boards as part of a center.



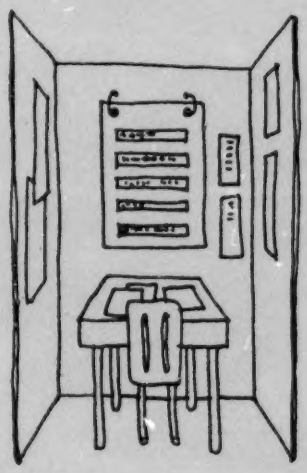


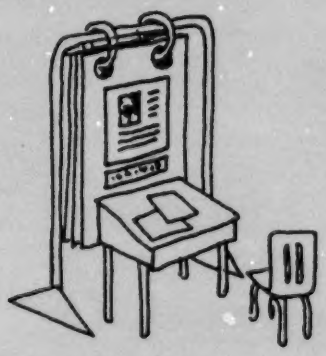
An old overstuffed chair, rocking chair, and/or sofa add the comfort of home to a reading or library corner.

Bright contact paper and paint may be used to renew old pieces of furniture.

Art centers and terrariums may be placed by the sink.

Include single - student areas for individuals to work privately.





Have a basic materials supply center for paper, paste, scissors, and rulers that is easily accessible. Place needed materials at each individual center.

Be aware of traffic patterns to doors, restrooms, and drinking fountains.

Students should be able to move freely from center to center without bothering others.

Make arrangements with the principal and the custodian about the changes you are planning.

CLASSROOM SET UP FOR LEARNING CENTERS

Figure No. 1

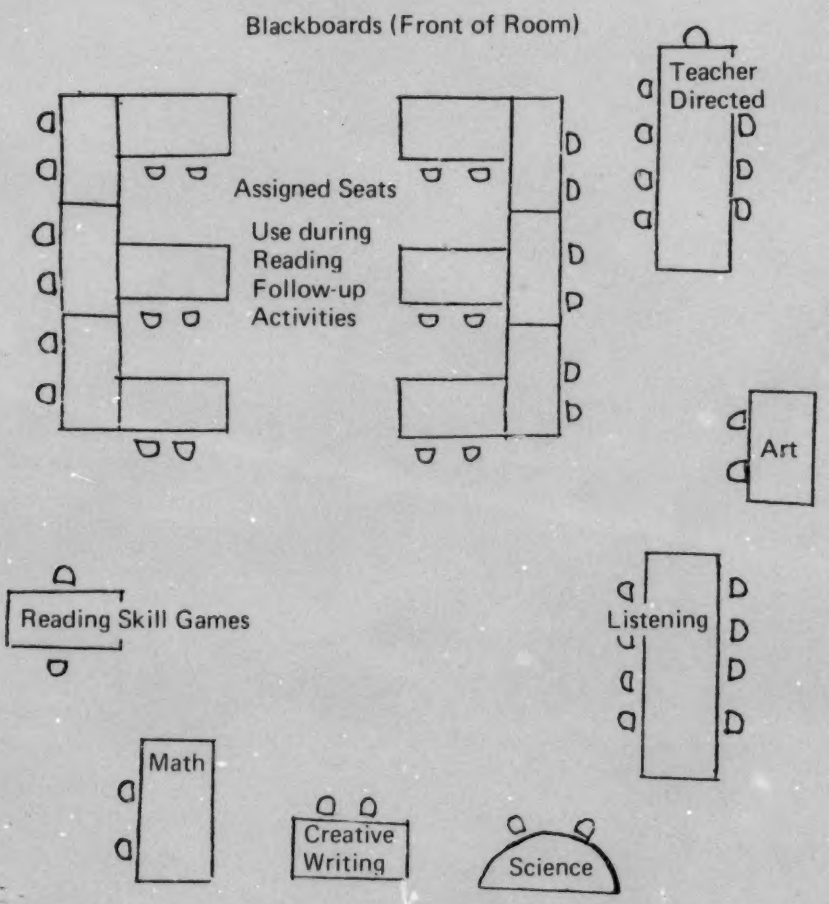
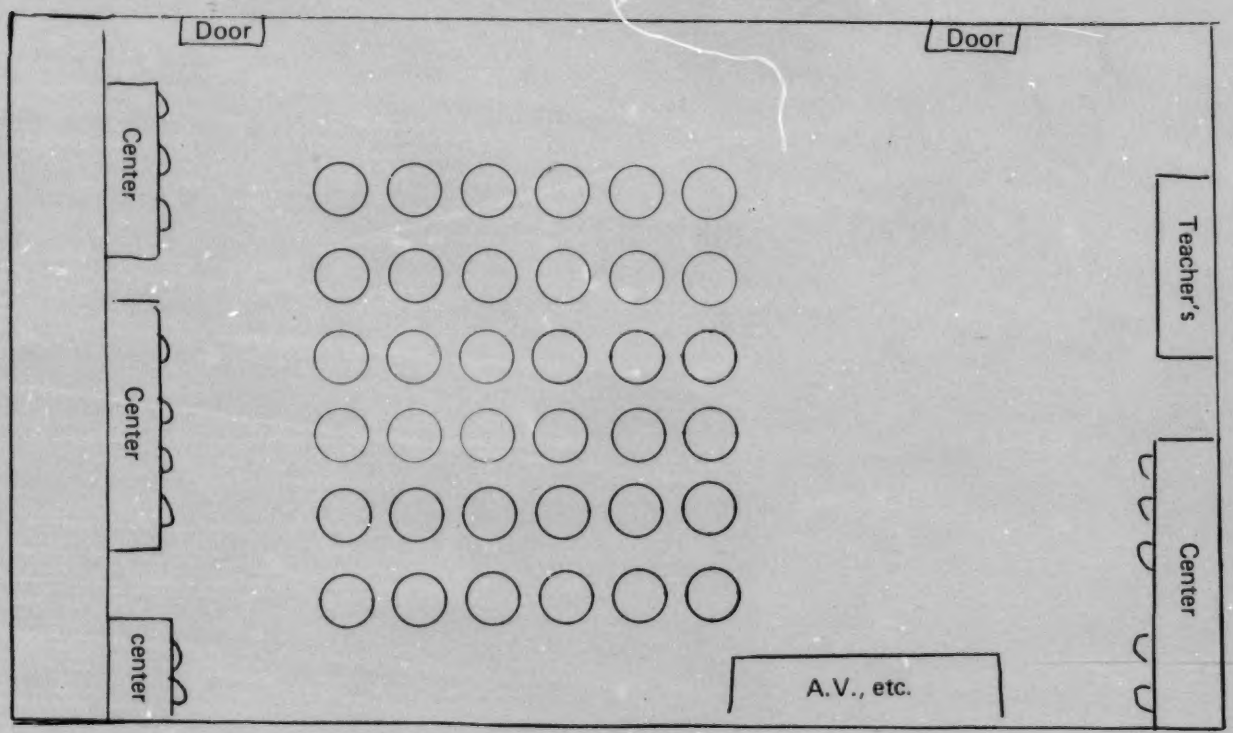


Figure No. 2



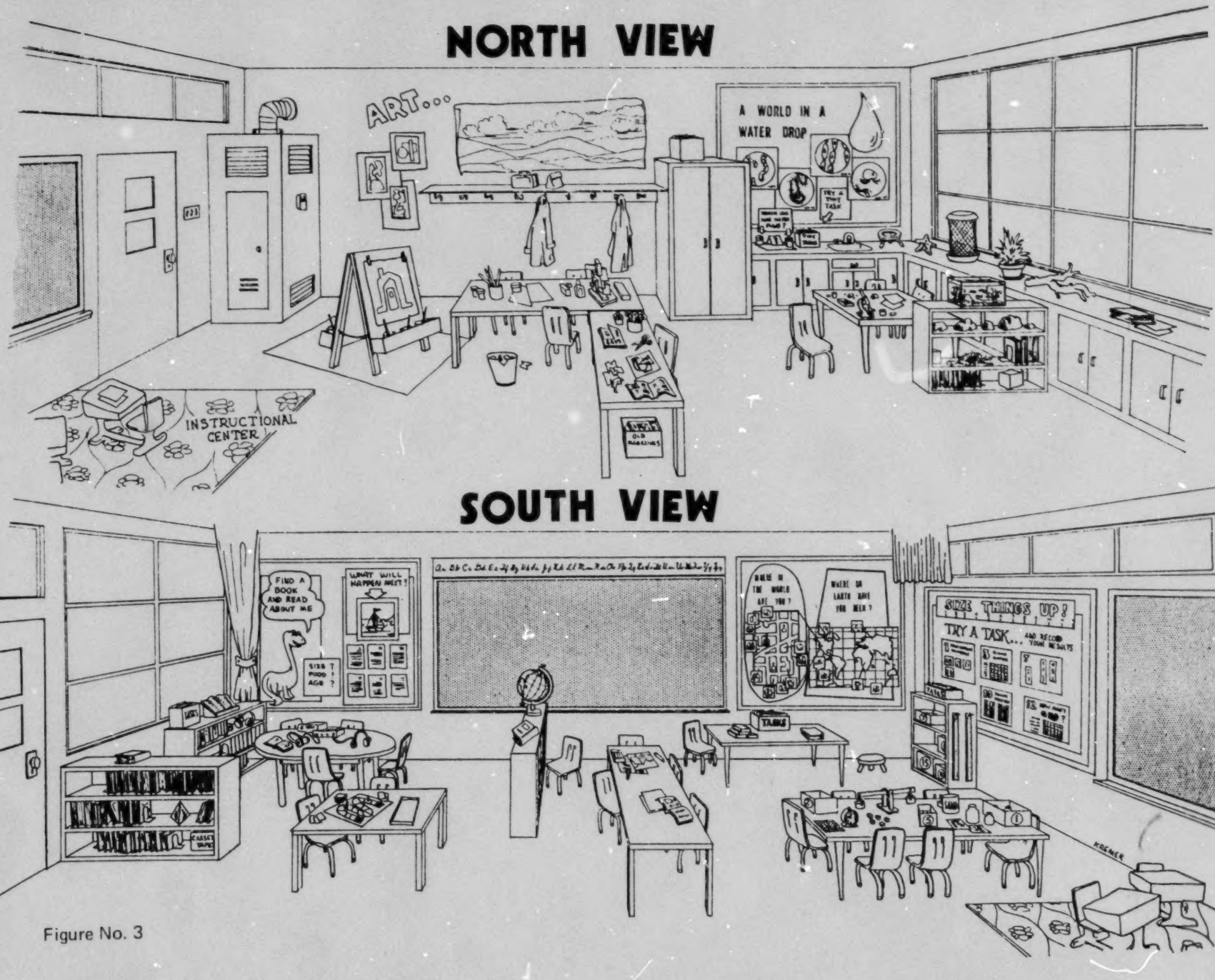

NORTH VIEW
ART...
A WORLD IN A WATER DROP
INSTRUCTIONAL CENTER
SOUTH VIEW
FIND A BOOK AND READ ABOUT ME
WHAT WILL HAPPEN NEXT?
SIZE THINGS UP!
TRY A TASK...
TABLE
HOEHER

Figure No. 3

Scheduling

This amount of time to be scheduled for learning centers depends upon which subject areas are contained in the centers. There is no right or wrong schedule as long as the teacher is comfortable and it meets the needs of the students.

Schedules provide students with an outline for using their time beneficially. The students develop a sense of security by knowing what they will be doing daily. There are two basic systems for scheduling students to centers, rotational and contract.

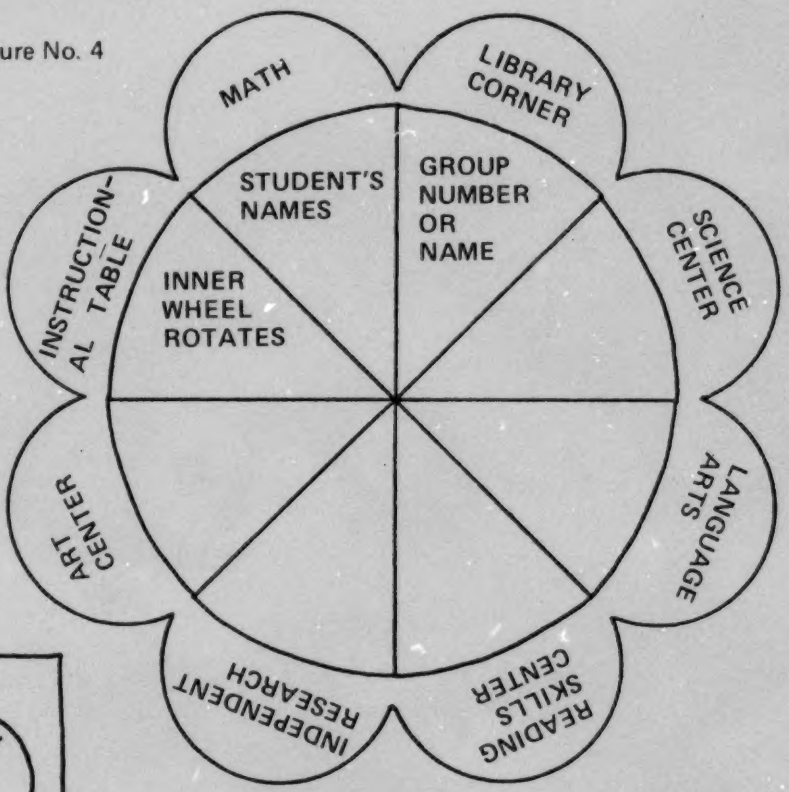
Figure No. 4

Rotational

1. Centers are set-up around the room.

2. Students go to all centers at specific times.

3. This is usually an introductory format allowing teacher and students an opportunity to become familiar with the center approach.



"INDIVIDUAL STUDENT ASSIGNMENT"

Or . . . . . .

You may want to start with "you in complete control"; then gradually shift some decision making to the students. One plan is to start with a wheel dispersal method (for four groups of seven and eight children each or thirty students in all). You will need to make the three following charts: 1. to show groups, 2. to show sequence of activities and 3. to show available centers.

Figure No. 5 **CHART NUMBER 1**

READING SKILL GROUPS

	Red	Blue	Green	Yellow
1.	Sam	Bobbie	Susan	Norma
2.	Robert	Pat	Ann	Keith
3.	Barbara	Cynthia	George	Sharon
4.	Cindy	Rodney	Paul	Tom
5.	Mack	Sherry	Mike	Mark
6.	Jack	Roger	Craig	Terry
7.	Cathy	Jerry	John	
8.	Jeffrey	Connie	Mary	

Chart Number 1

This chart shows four developmental reading groups. The grouping has been done after diagnosis in the fall. The chart should have pockets or names can be clipped on so that students can be switched around as needed. The development of students necessitates frequent grouping changes.

CHART NUMBER 2

Reading Activities (Stations)

Figure No. 6

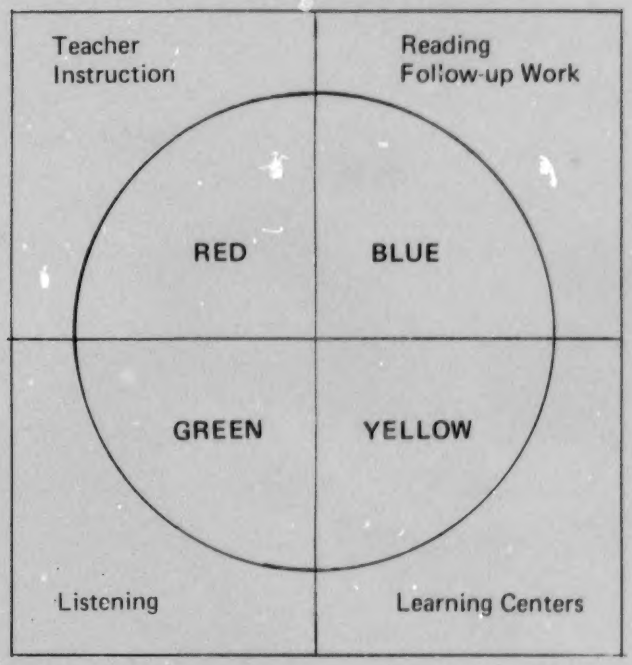


Chart Number 2

This chart shows the activity stations that are scheduled during reading time, approximately 80 minutes, or twenty per activity. The wheel on this chart is turned every twenty minutes until all four groups have completed all four activities.

Figure No. 7

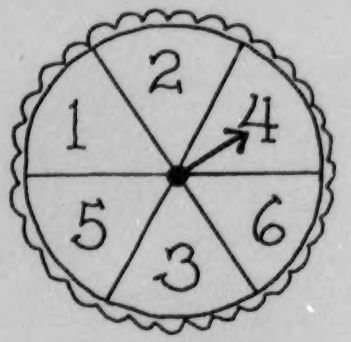


CHART NUMBER 3

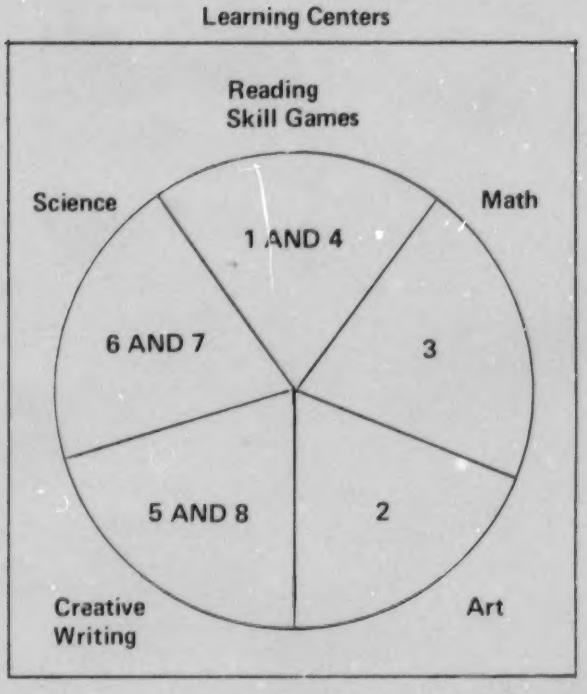
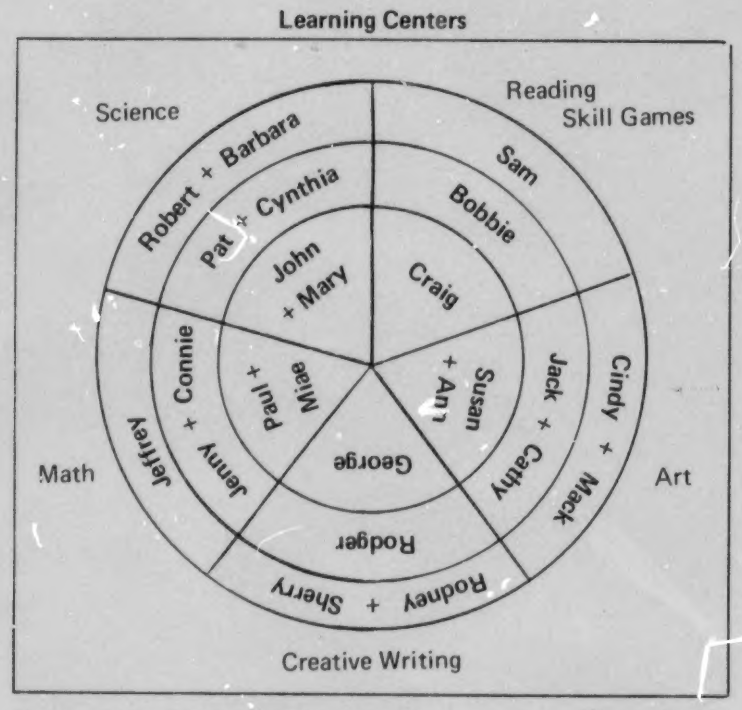


Figure No. 8

Chart Number 3

This chart shows all the learning centers available in the classroom. The wheel on this chart would be turned only once a day. Here you start with five centers, plus a listening station. Students who work well together may do so during "centers", if their numbers are so arranged on this chart. Avoid having students together who don't get along, by separating their numbers on the chart. With this wheel method, all students complete all activities and centers in a given length of time. Differences in ability may be accommodated by having materials of several levels of difficulty at each center.

CHART NUMBER 4



Note: Each wheel is a different color Figure No. 9

Chart Number 4

The wheel method can be modified by putting several wheels of different sizes on a chart. Each wheel is a size smaller than the one before it. Names can be printed on the wheels, which are arranged in "pie-shaped" segments. The chart would look like the above drawing. All wheels are turned as students complete centers.

After operating your classroom with a wheel method, students will become accustomed to mobility, responsibility of completing center tasks, and self-evaluation. Now you can move to a system which allows the students some choice in the order in which they complete centers. Chart No. 3 will be no longer in use at this time. Instead, you will provide each student with an individual centers tracking sheet, which will be kept in his folder.

A different organization plan which has been used successfully is shown below:

ORGANIZATIONAL PLAN

Figure #10

	Team 1	Team 2	Team 3	Team 4	
9:00 - 9:30	Teacher	Activity	Study	Language	READING
9:30 - 9:40	Language	Teacher	Activity	Study	
9:40 - 10:00	Study	Language	Teacher	Activity	
10:00 - 10:20	Activity	Study	Language	Teacher	
	⊓	⊓	⊓	⊓	
	⊓	⊓	⊓	⊓	
	⊓	⊓	⊓	⊓	
	⊓	⊓	⊓	⊓	
	⊓	⊓	⊓	⊓	

The pockets hold the students name cards. This way it is easy to change teams around according to need.

Teacher A time when the group of students meet with the teacher for instruction.

Language A time when the students, individually, work on an assignment in Language. This assignment is introduced each morning.

Study At this time the students work on their assignments in reading.

Activity The Activity time is used for students to complete a variety of items. These items include:

a) Creative Writing
b) Science
c) Film Strips
d) Skill Games
e) Worksheets
f) Puzzles
g) Motion Pictures
h) Library
i) Research

The students are to complete four activities during the week. They may choose some activities and some activities are required.

Or . . . .

Contracting

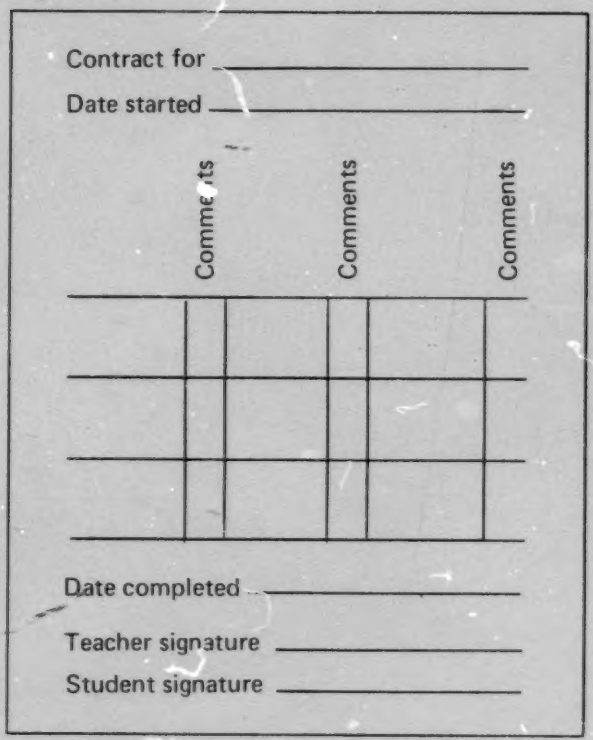
1. A contract is a written agreement between teacher and student.

2. Preparation for contracting may be developed through class discussion of workers and responsibilities.

3. Verbal contracts are the first step. Written and signed contracts by teacher and pupil can lead to independent research and study.

4. Pupil-teacher conferences are basic to this procedure. Students need to evaluate their work and use of time. Often students put too much on their contract and are unable to complete it by the given date. The teacher then helps the student determine a reasonable load of work.

Figure No. 11



Record Keeping

In order to evaluate each student's progress the teacher must keep adequate records for each student.

This is a continuous process involving the student and the teacher. Records show the amount of work a student accomplishes. An evaluation tells the quality of the work.

The following suggestions of types of records will vary depending on the curriculum area or areas covered by the centers.

1. Student file of completed work.
   a. Set priorities for work to be filed.
   b. Establish a take-home work system for daily, weekly and monthly papers.
   c. Attach to each file a teacher-comment sheet.
   d. Write comments in file every week, so that work can be returned. Also this will help prepare the teacher for student-teacher conferences.
2. Reading and math skill records.
   a. Use district forms or diagnostic materials available that state objectives.
   b. List objectives on student record sheet.

Example of a reading record:

Figure No. 12

Name _____

Age _____

DATE	PAGES COVERED	Basic Vocabulary	Word Attack	Structural Elements	Blending	Word Meaning	Comprehension	Study Skills	COMMENTS

3. Each center should have a sheet that lists all task numbers.

   Some students are able to check off the tasks as they complete them. Younger children may color a square or have an adult check the task.

4. On page 15 there is an example of a record-evaluation sheet for a set of tasks.

Individualized instruction requires some record keeping to help you determine student strengths and weaknesses. You will need to consider the individual, as well as the class prgress. The *class profile* enables you to determine, at a glance, the areas needing your attention. Flexible skills grouping can then be scheduled from this profile.

Preparing charts, listing some expected behaviors at centers, as well as directions on how to use each center will be helpful in eliminating problems. If you are intending to have a *folder* for each individual student's paper work, a plan of distributing them and storing them should be decided on.

Any *evaluation forms* which are to be used, should be explained to the whole class ahead of time and then provided at each center. Some forms are *multi-purpose* and can be used at all centers (Figures 13 and 14). Others are designed for *specific* centers (Figures 15 and 16).

Figure No. 13

Name..... Date..... Tell us what you did at the centers today.	
Reading	Writing
Math	Other
Science	Other
Conference	My day today

Figure No. 14

Name..... Date..... What did you do today?	
Painting	Math
Reading	Other
Investigation	Other
Teacher talk	I had a ☺☺☺ day today

Figure No. 15

Name of Filmstrip _____

What did you see? _____

Figure No. 16

Name _____

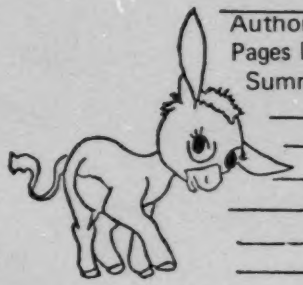
Date _____

Name of Book _____

Author _____

Pages Read _____

Summary _____



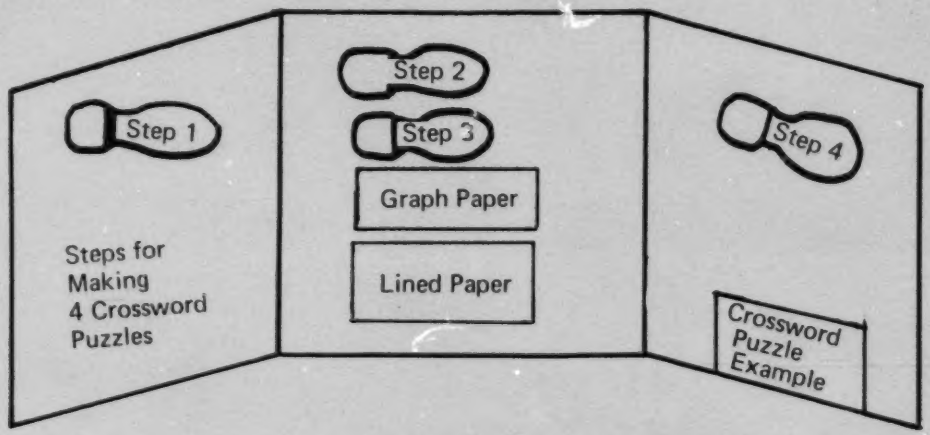
ORGANIZING MATERIALS

A very necessary and vital part of this program is *preparing* and *having ready* the necessary media for your centers. Materials will need to be changed often. Both *commercial* and *teacher-made materials* will be necessary to fit the needs of the students. A teacher who is involved in beginning a center and wishes to start in the area of language arts might *file* the language arts material according to a *continuum,* such as the *PIRAMID* or *Compton Unified School District Secondary* continuums. Materials can be classified and filed by *objective numbers,* enabling the teacher to have access to prescriptive materials to strengthen the skill area.

Materials for centers need not always be purchased. Very often the teacher might reorganize and use already existing materials in a different way. The simplest of articles can be turned into useful centers from which a student can learn. You may want to refer to the section on *Sample Center Activities* for clues on kinds of materials to gather and assemble.

Materials and supplies for individual centers may be collected and stored in boxes, poster-board folders (such as illustrated below), commercial ice cream tubs, large envelopes, and plastic tubs. Several teachers can cooperate in assembling centers' materials to be shared.

Figure No. 17



SUPPORT SERVICES

You as a classroom teacher will find it possible to conduct the center's oriented program by yourse'f. Needless to say, if you have a teacher's aide, you will realize how much more can be accomplished

Professional sources for your support might include the *Speech Therapist* and the *Reading Teacher.* NOt every school is fortunate to have these auxiliary people so be sure to utilize them if your school is one of the lucky ones. With education moving away from "pull-out instruction" these teachers will probably welcome the opportunity to work with their special students within your classroom.

Cross-age tutors can be of great assistance to other students. "Slower" students also can be effective tutors and profit from the experience.

Parents can be a tremendous source of assistance. Not every parent can accommodate a daily allotted time, but usually they can work one or two periods a week into their schedules. Most often the parents want to work directly with students; however, some parents will be happy to work outside the classroom. Beware of loading them with correcting, record keeping and menial tasks. Just as you get tired of humdrum tasks, so do parents, and they will work longer and happier with a change of pace.

Schools located near universities cna usually acquire *student teachers.* Individualized instruction is receiving more attention at the university level and students are usually anxious to work with a master teacher using that technique. Using the center's idea the master teacher and student teacher become a team, sharing responsibility.

Aides alone do not assure an easier or smoother center's program. You must plan the time and the task for paraprofessional people. Without explicit instructions most of these people become "child sitters" and

students
assigned to them
would probably benefit more
from being in the regular classroom
grouping.
It
is a temptation
to assign the slower moving
students to aides. *Keep in mind that*
these are the students who challenge the most
ingenious teacher. Perhaps an "average" or fast moving
group might benefit more from an aide's attention than children with
learning disabilities.
Remember
to plan for your aides,
change tasks often, and do not over-
load any one helper!

CENTER STANDARDS

You and the students will need to *plan together* to form the standards or expectations at the centers. These standards will need to be reviewed frequently and revised, if the need arises. *Compiling a list* on a chart, etc., for easy reference will act as a reminder to the students of what behaivor is necessary so that everyone will have an opportunity to enjoy the centers.

To assure smooth functioning of the centers, *the students will need to be introduced to the rules and procedures* for playing the games at the centers. Each center should be *explained in detail,* so that the students are completely familiar with the materials and the way to use them. If you are planning to have *answer keys* available for self correcting, the procedure for using the answer keys should be made clear to the students.

Whether the centers are assigned or self-selected, students will need to know which tasks are "must do" and which are "may do". They will also need to know "what to do" and "where to do it" when they have finished working at a center. *Establish some ground rules* with your whole class. *The rules might include the following:*

1) You may complete one or two centers daily after you finish any assigned reading follow-up work.

2) When you have completed all the centers, you must choose an activity from the activity chart until the weekly centers are changed.

3) No more than four people may wokr at a center. (You may not go to a center where there are already four people working.)

Figure No. 18

SAMPLE ACTIVITY CHART

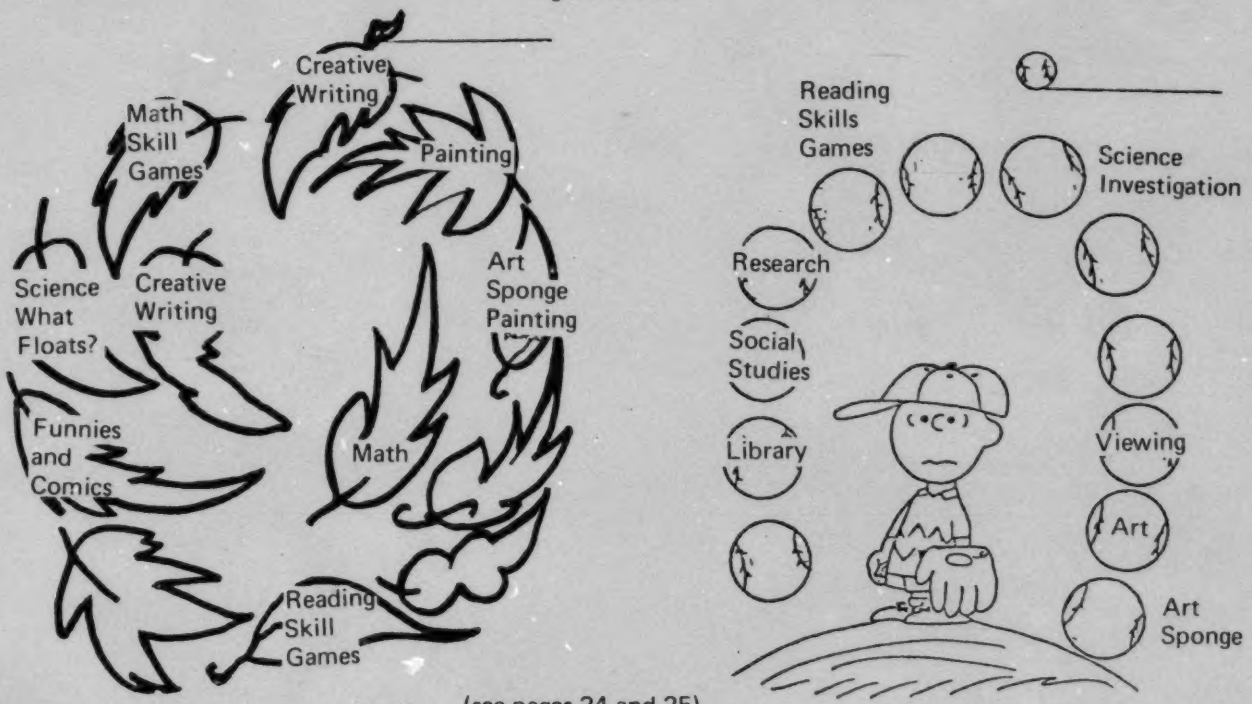
Things to do when you have completed all the centers:

1) Read a library book and decide on an unusual way to share it.

2) Think of a Science or Social Studies unit you can teach the class. How will you get it started? What kinds of questions would be good to ask the class ahead of time to tell you how much they already know? What kind of bulletin board or charts will you make to illustrate your topic?

CENTER TRACKING SHEETS

Figure No. 19



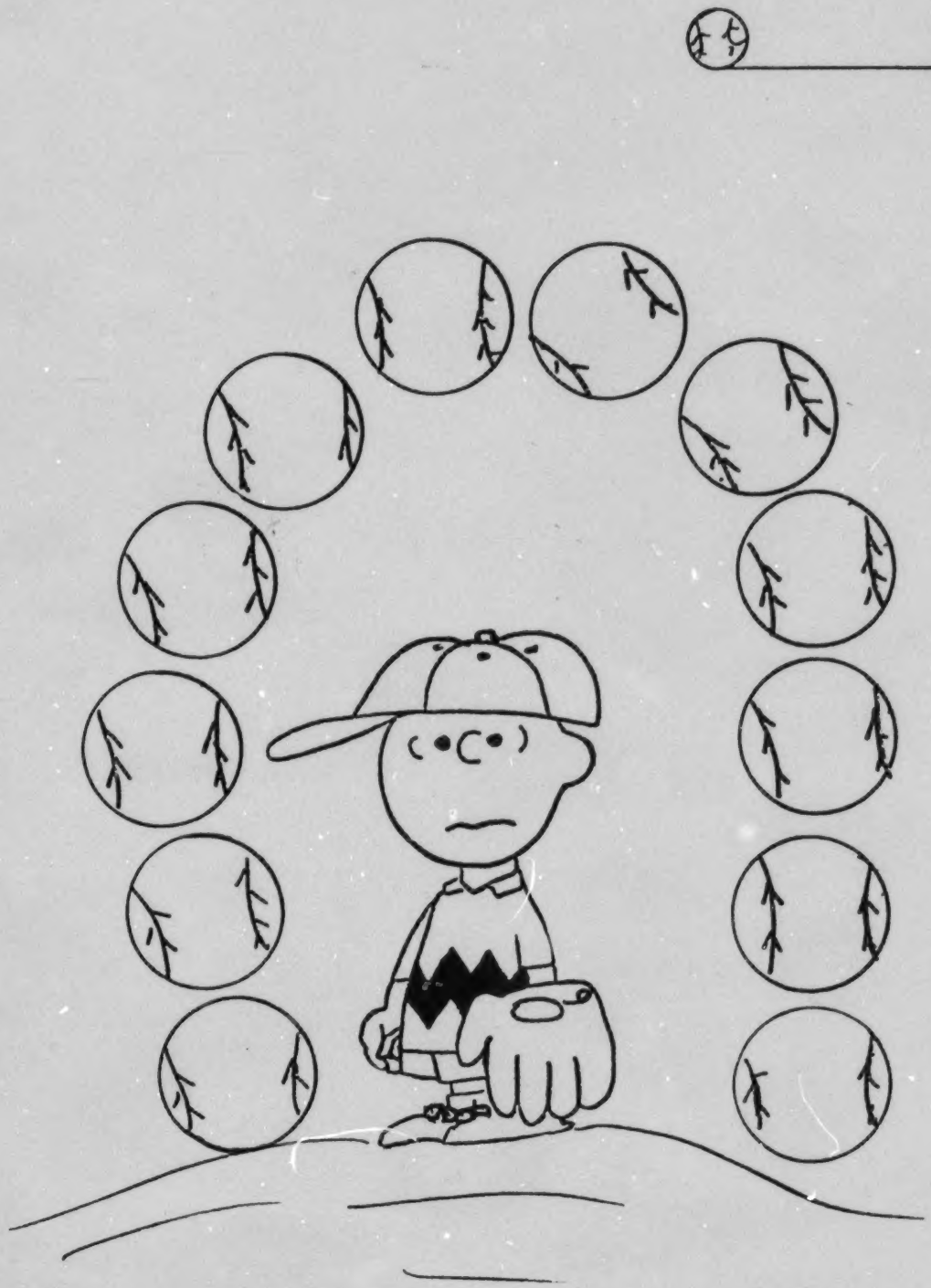
(see pages 24 and 25)

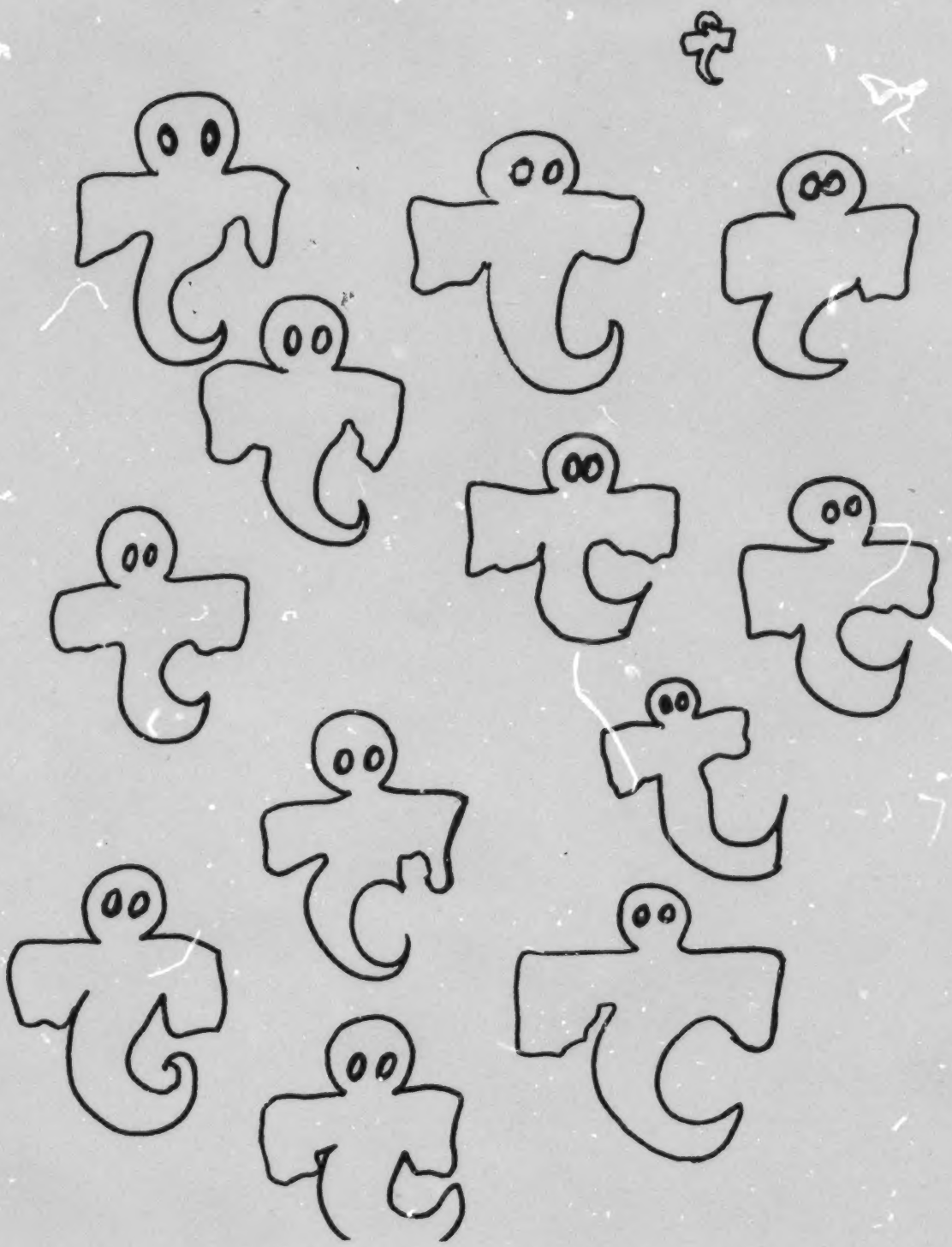
The tracking sheet can have a timely theme. In September, for instance, it may have leaves with the centers' names on them, or a baseball theme. The center tracking sheets booklet can be adapted to any season, number of centers, or any grade level.

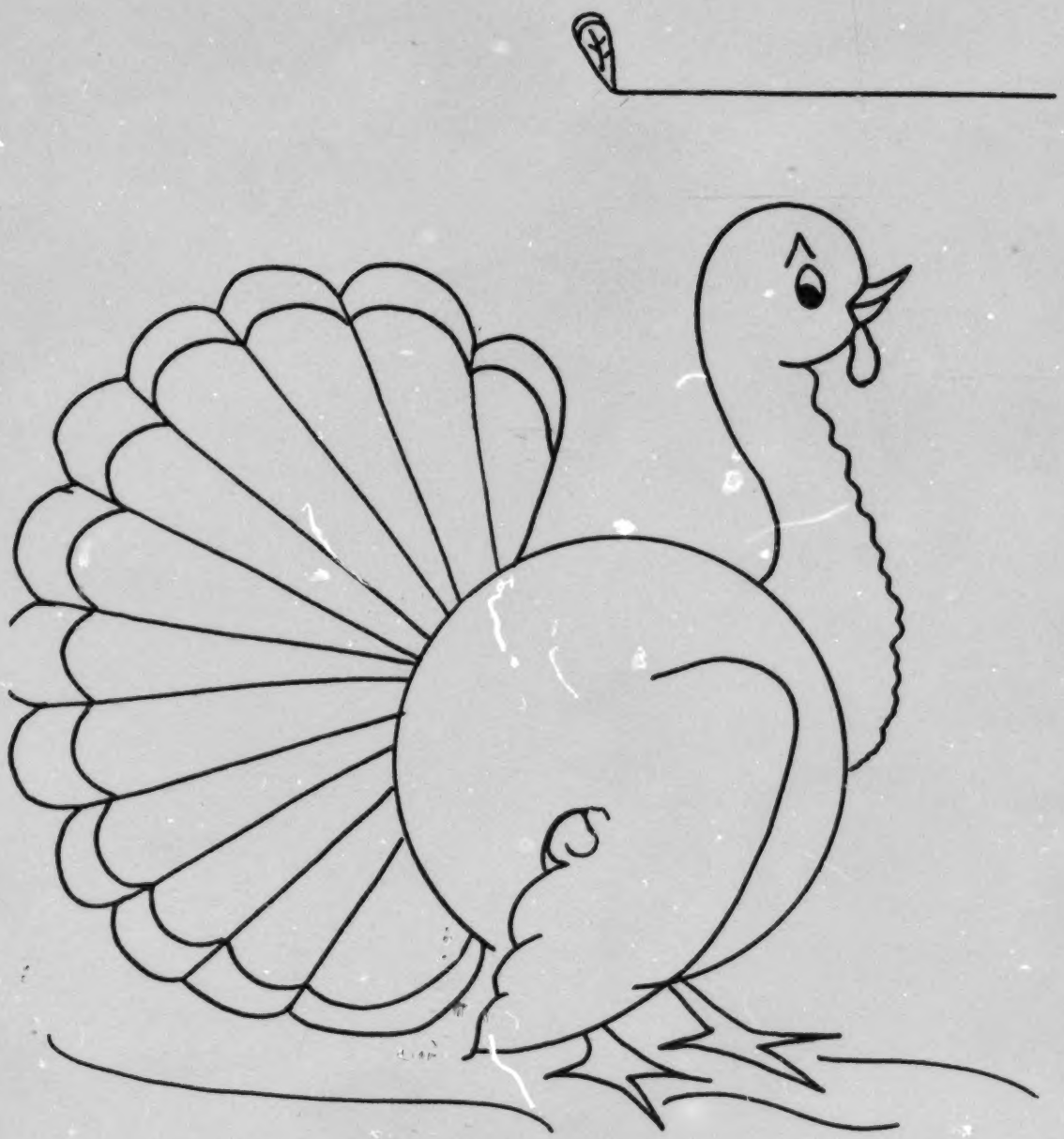
As a student completes each center, he colors the object representing the center he has visited. Evaluation to discuss centers which have been completed can be held with the student as often as you desire. Work from each center can also be checked to determine the quality of the work completed, and student's ability to evaluate his own work. This method or system allows the student to choose in which order he wants to complete the centers. It also gives the students the opportunity to begin to make some decisions.

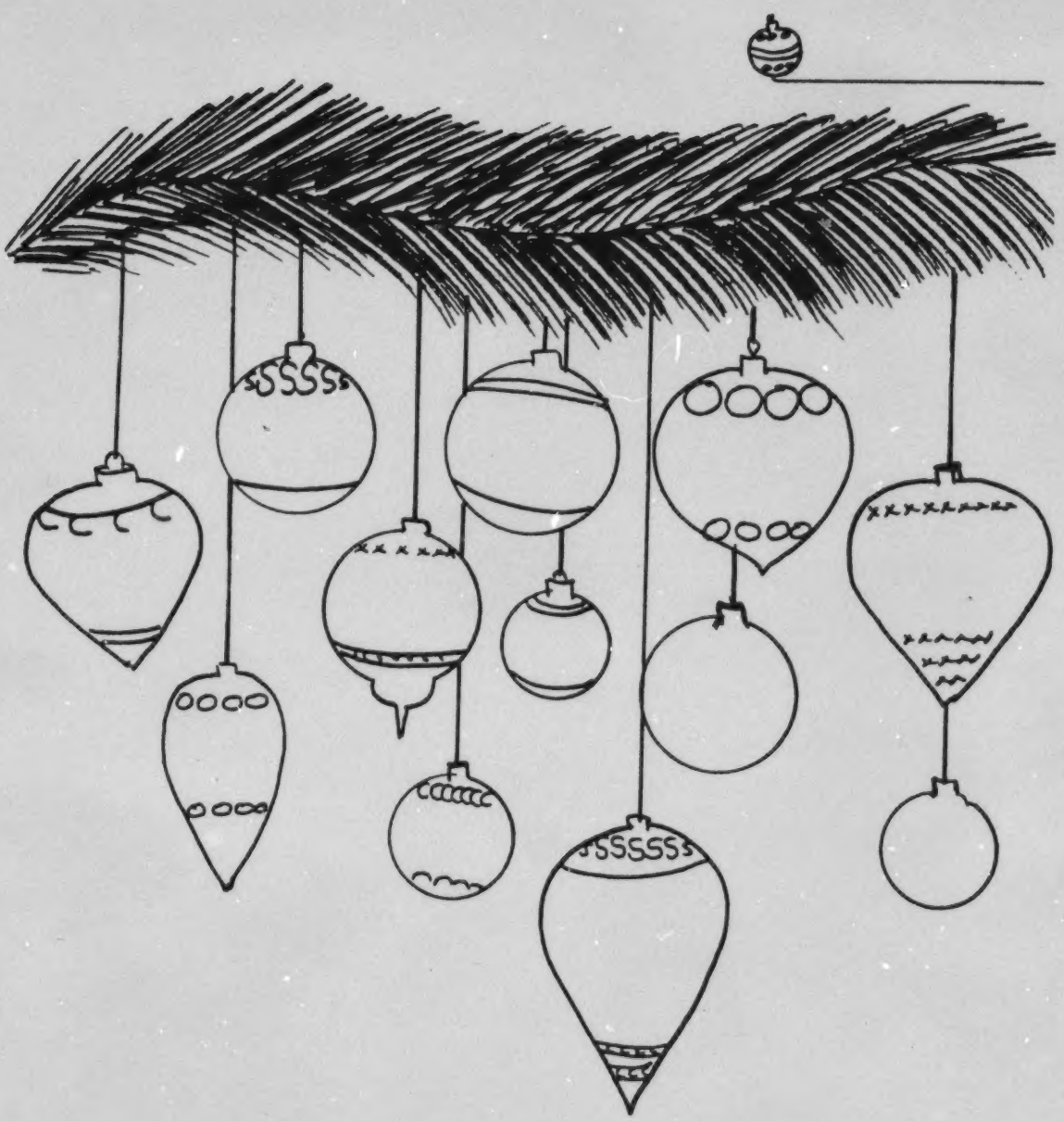
Special instructions can be added to the centers tracking sheet. If a student has been avoiding a center which offers a skill he needs, place "R" on the tracking sheet on that center.

The "R" indicates the center is
required and should be given priority. Other
special instructions might include
a particular *function number*
placed on one
of the
objects on the
tracking sheet.
This
would indicate
a *special skills area* to
be studied by that student. These
sheets will assist you in checking the *required*
activities and in determining
the *academic emphasis*
for the
student
as diagnosed by you.









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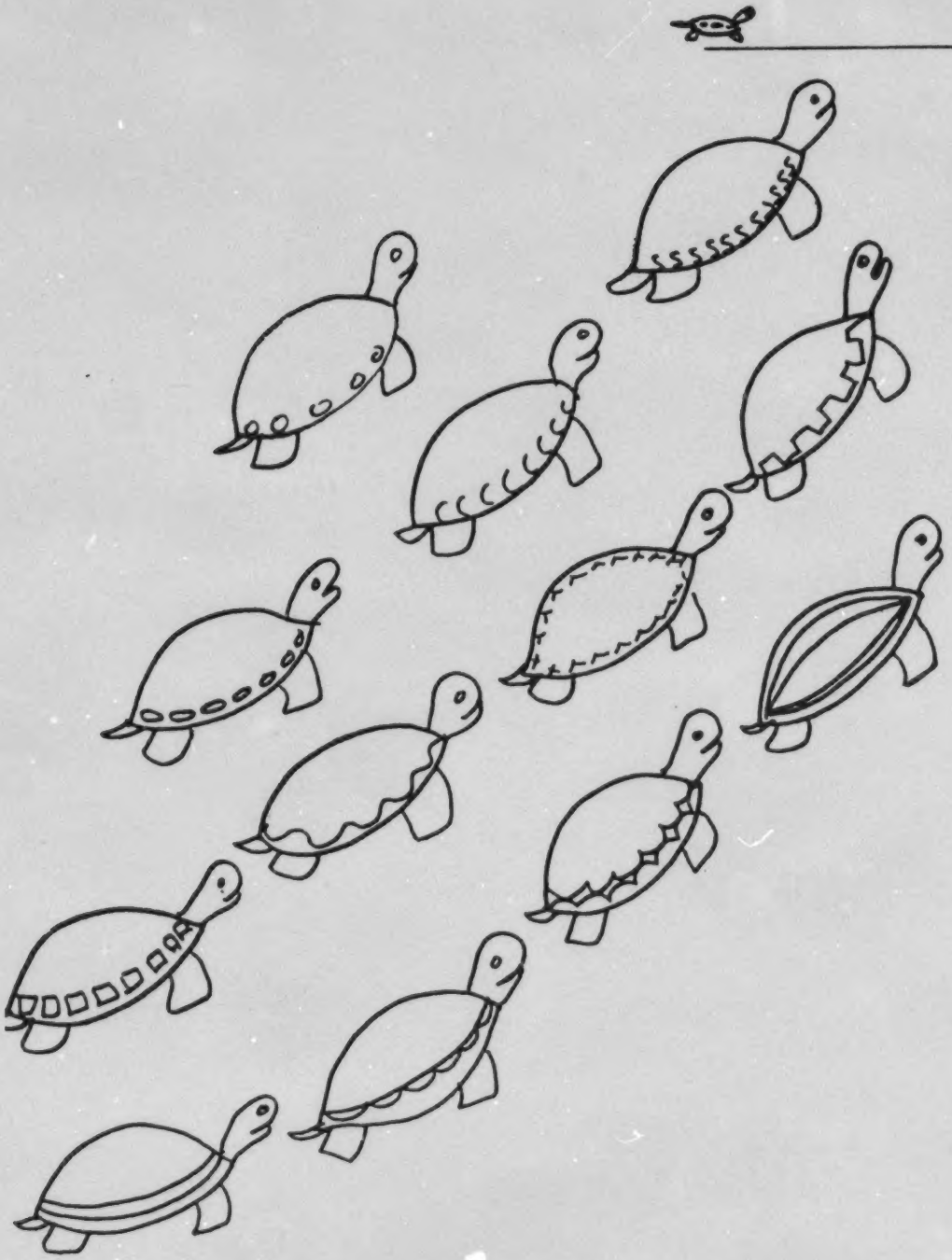

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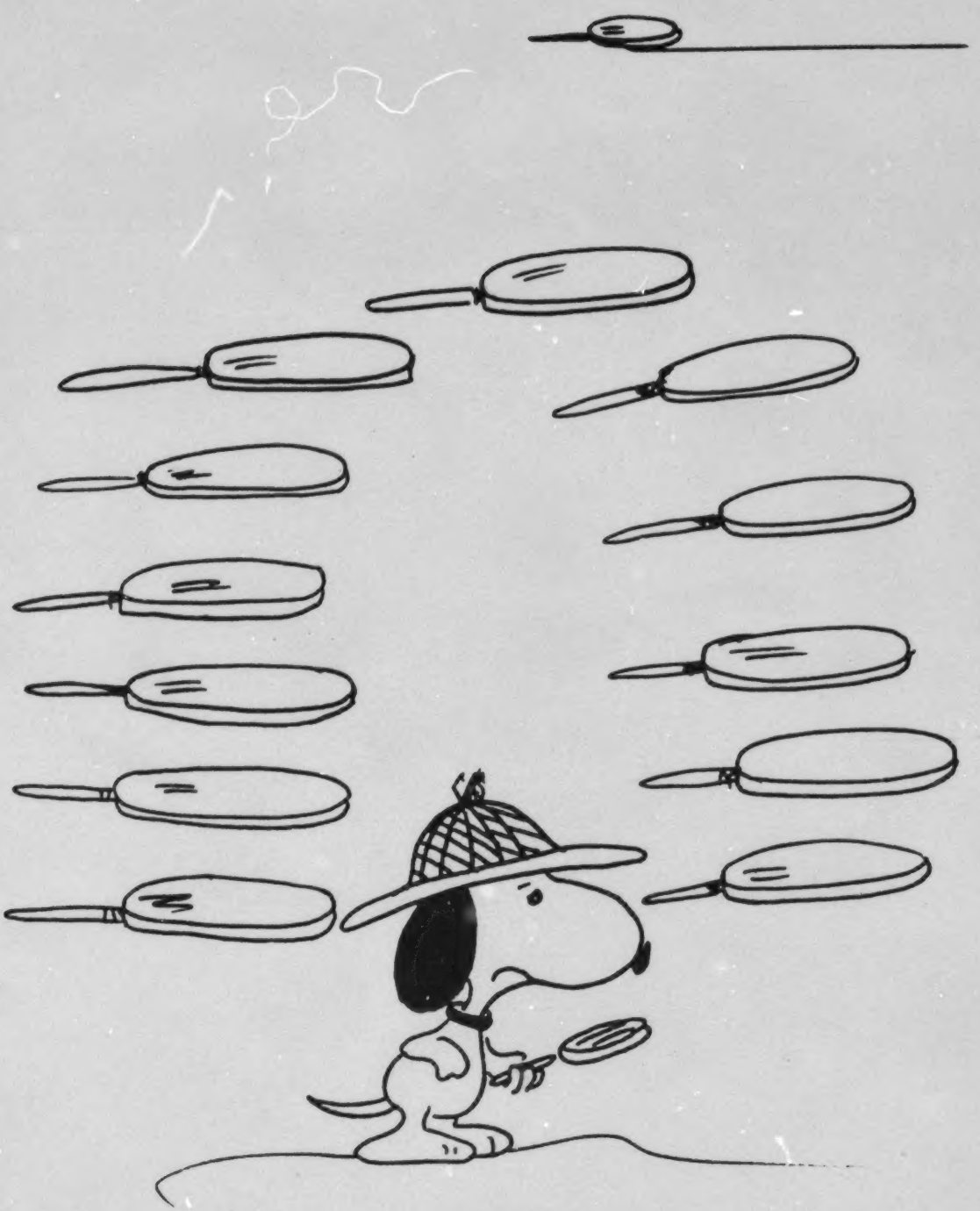

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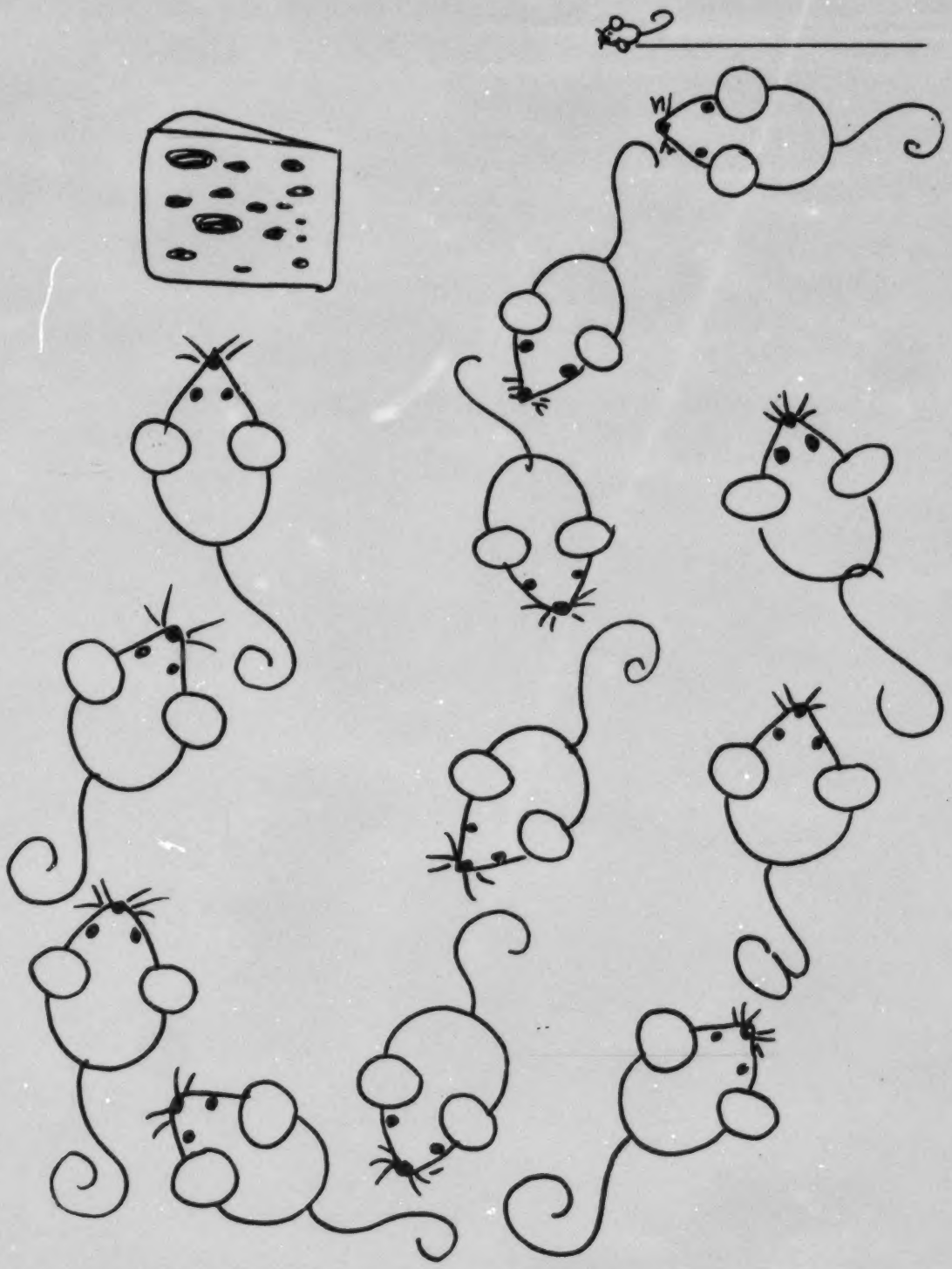

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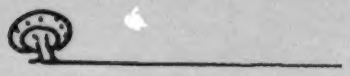

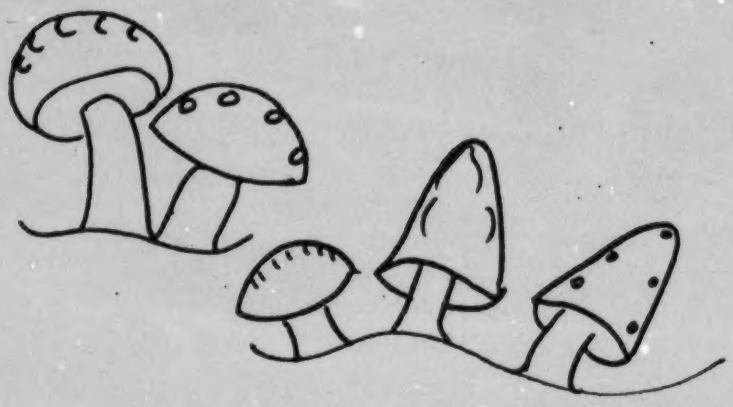

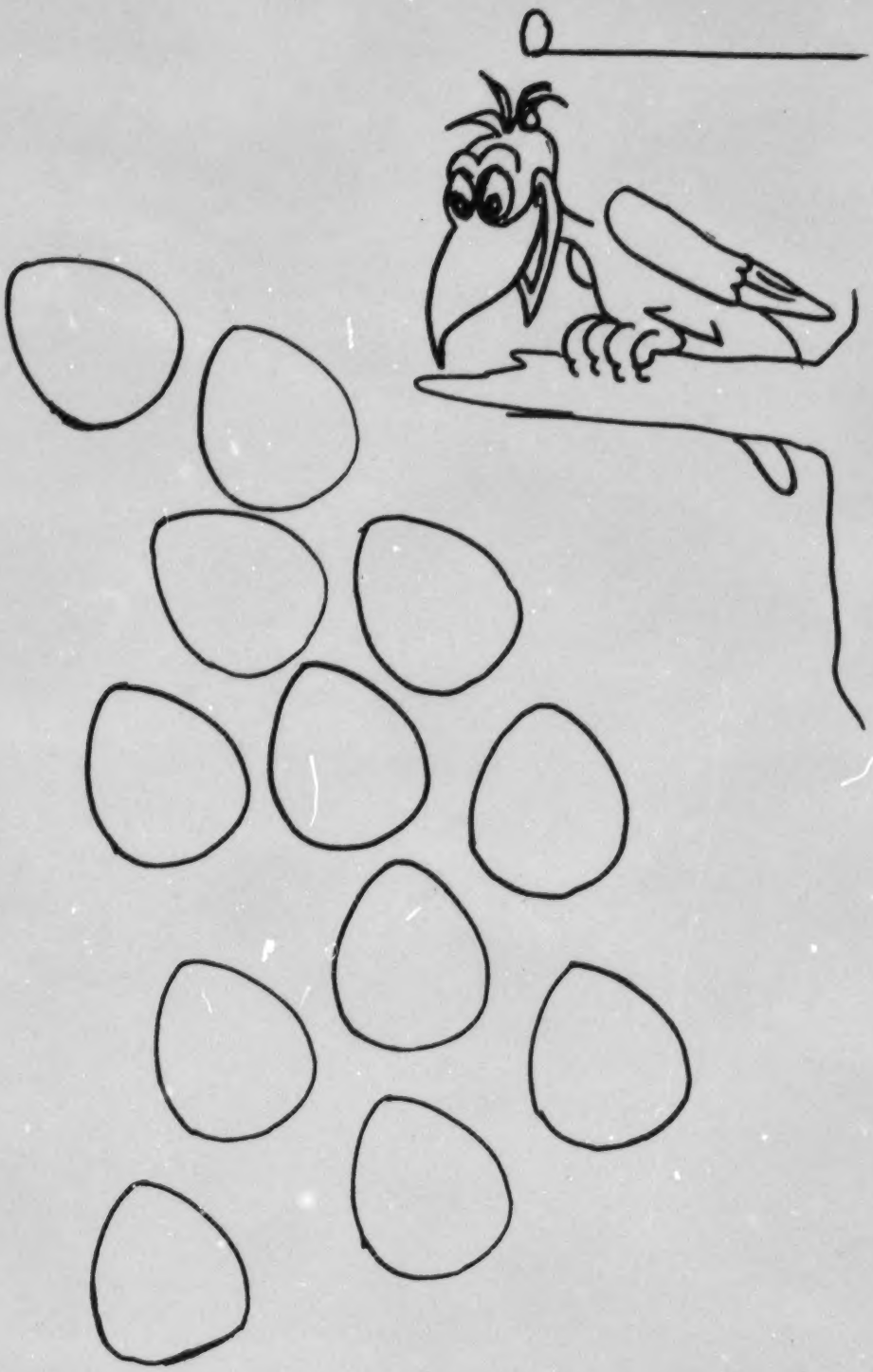

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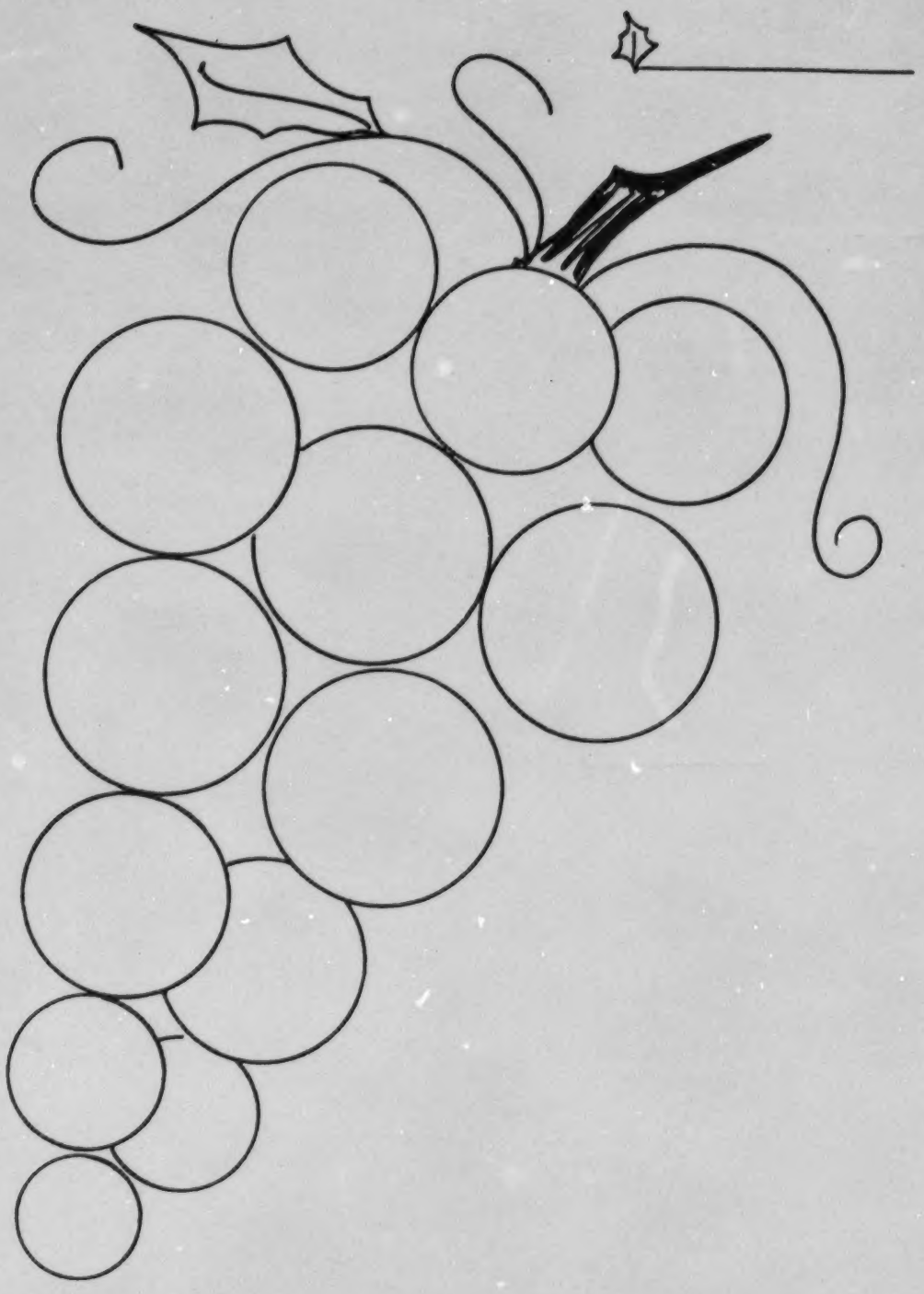

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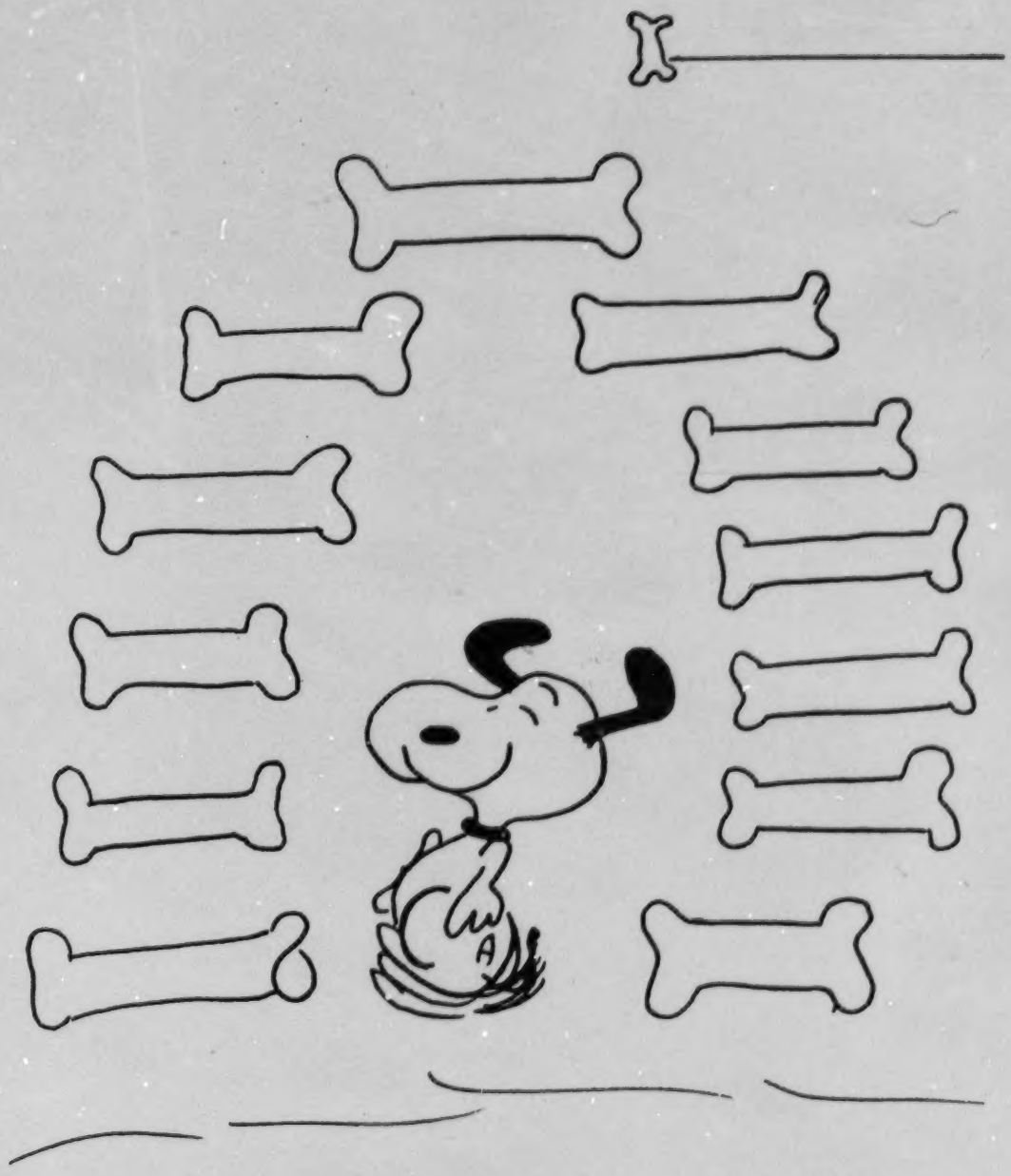

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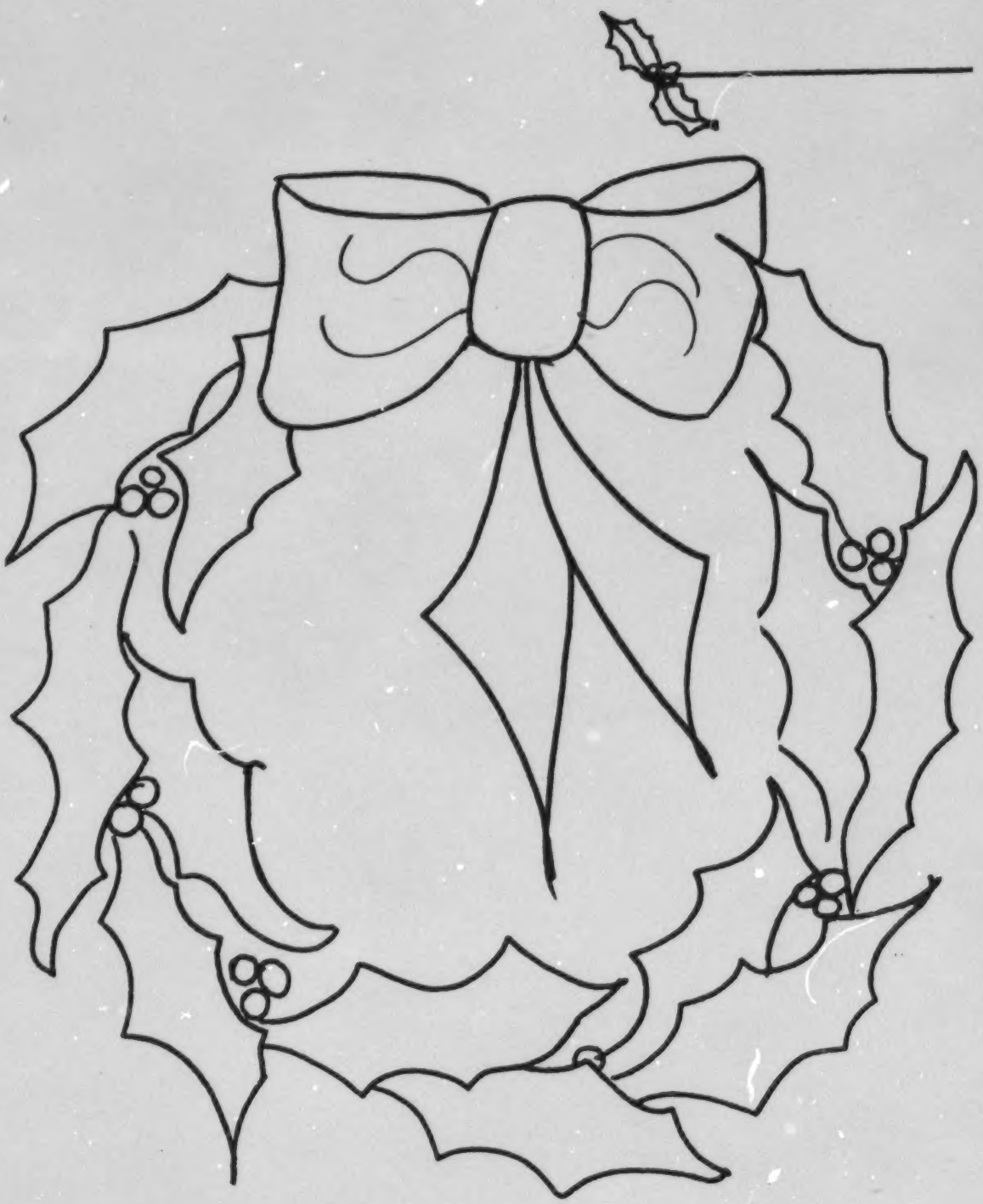

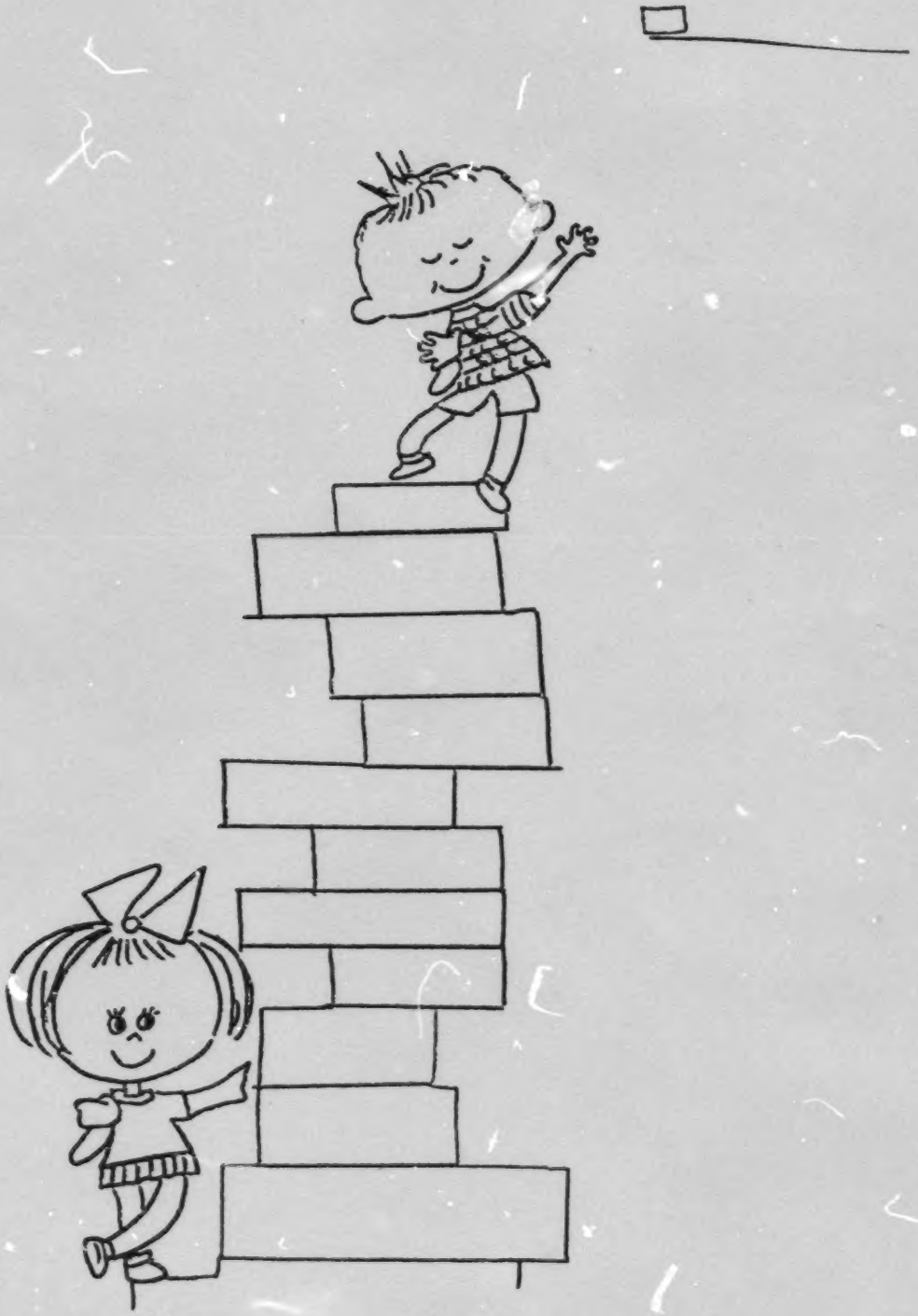

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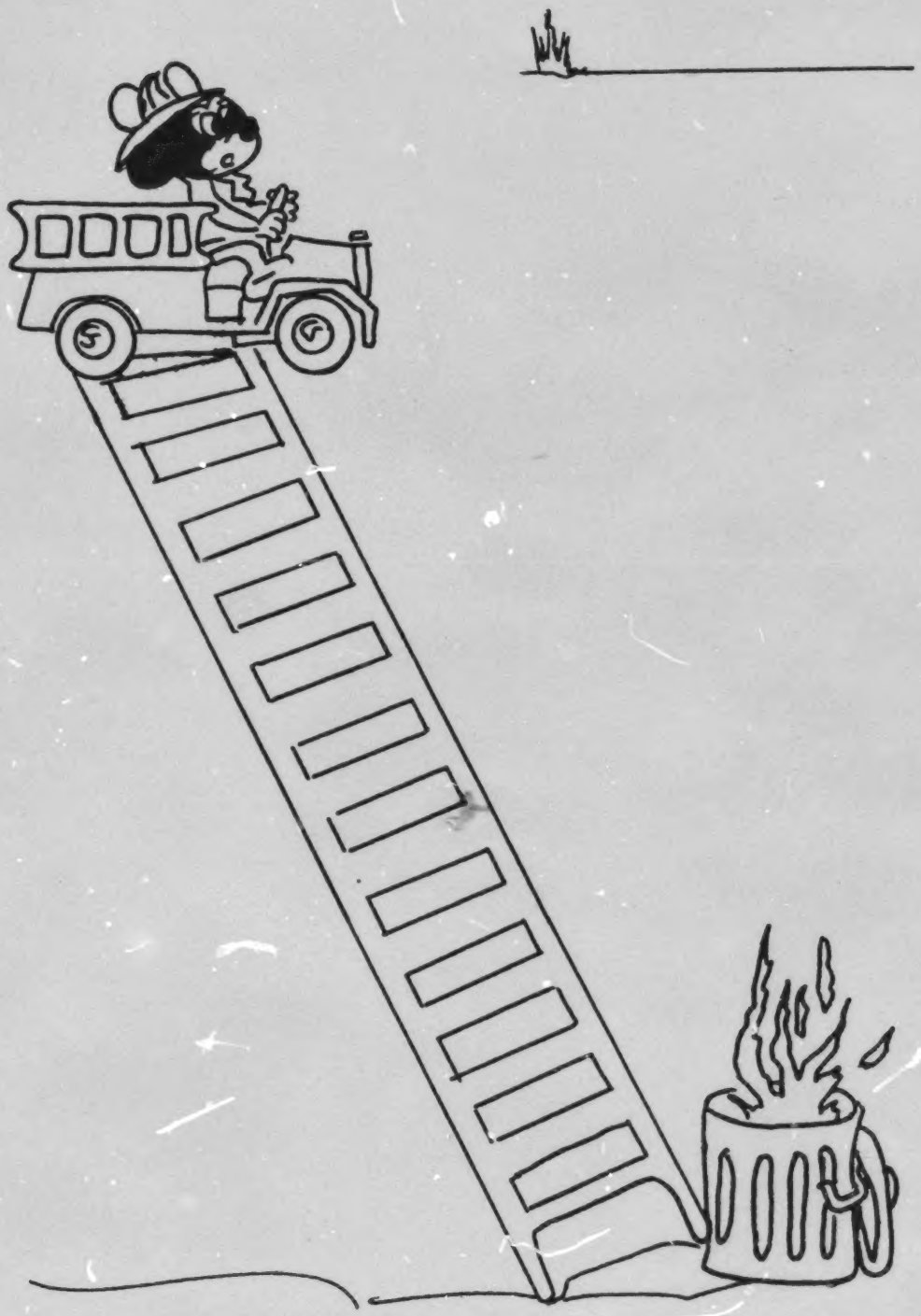


TRACKING CHART

read this before you begin.

On this chart keep track of the things you do. Keep it handy so you and your teacher can use it in talking about what you are doing, how you feel about it, and what you plan to do next. When you complete an activity or change to another one, respond briefly and honestly under each of these headings:

WHEN — Note the date you began an activity and the date you completed it or dropped it.

MATERIALS — List the titles of books, selections, activity cards, recordings, or other items you used.

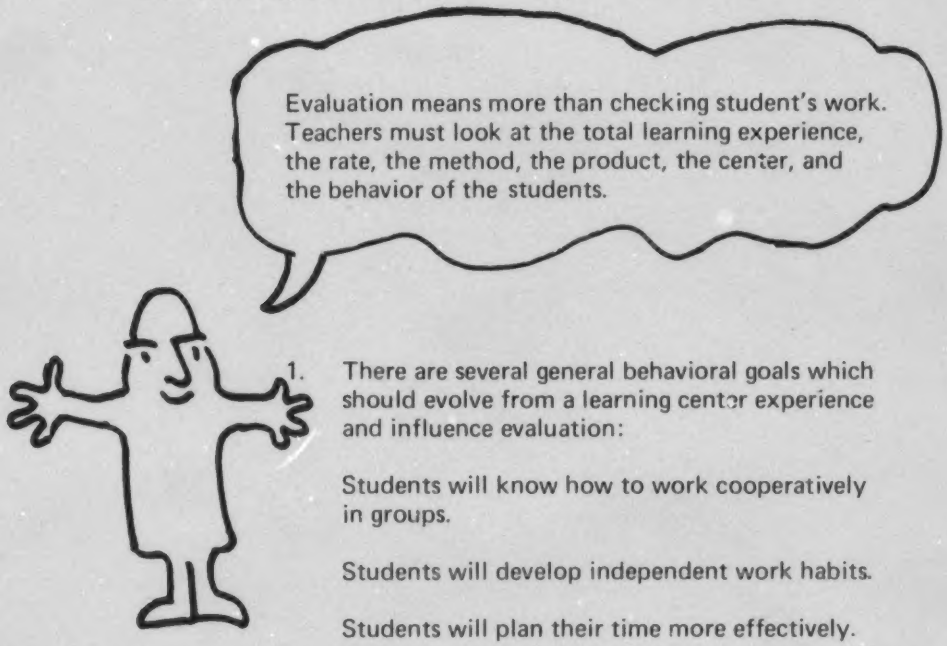
WHAT — Write down the kinds of things you did, such as interviewed people, read, wrote poetry, made up signs, wrote or directed a play, or produced a newspaper.

WHO — List others with whom you worked or note that you worked alone.

VALUE — Note how you felt about the activity. If you worked with others, talk with them before deciding what to write, but keep in mind that an activity can have a very different value for each group member. Record whether or not you felt satisfied with the quality of your work.

WHEN	MATERIALS	WHAT	WHO	VALUE
Beginning:				
Completed:				
Beginning:				
Completed:				
Beginning:				
Completed:				
Beginning:				
Completed:				
Beginning:				
Completed:				

EVALUATION


Evaluation means more than checking student's work. Teachers must look at the total learning experience, the rate, the method, the product, the center, and the behavior of the students.

1. There are several general behavioral goals which should evolve from a learning center experience and influence evaluation:

   Students will know how to work cooperatively in groups.

   Students will develop independent work habits.

   Students will plan their time more effectively.

   Students will discover creative ways of working.

   Students will know how to explore areas of interest.

   Students will recognize the sequential steps in a lesson.

   Students will understand evaluating techniques.

   Students will know how to use evaluating methods.

2. Evaluation is included on all record sheets in the forms of comments.

3. Students may share projects or tell about discoveries and/or experiences.

4. During pupil-teacher conferences students offer and receive suggestions for improvement.

5. Spot checking during activity periods is an important evaluation tool. Teachers should write comment on student folders immediately.

6. Self-correcting materials give students immediate feedback for self-evaluation.

7. On page 48 is a suggested evaluation form.

PLEASE NOTE - - - - -

The *weekly evaluation* is handled differently by teachers. Some teachers prefer to go over each *folder* after school and briefly *instruct* the students the next day. Other teachers *prefer mini-teacher-student-conferences* during the school day, at which time the materials in the centers' folders are evaluated. If mini-conferences are used they may be planned for one day, such as Friday, or a few may be scheduled each day throughtout the week.

A vital part of evaluation is the appraisal of the actual centers. Is the material appropriate for your students? Are the directions clear? Can students manipulate the materials? Are the students interested, and are they enjoying the center? Is the follow-up too time consuming? Which centers have been the most worthwhile? As weeks go by, you and the students will undoubtedly want to add, alter or delete one or more of the centers.

SAMPLE EVALUATION OF STUDENT WORK AT CENTER

MARKING SYSTEM: + knows concept, assign to more difficult task

✓ meeting objective, continue through task

- needs assistance

TITLE OF ACTIVITY (CROSSWORD PUZZLES)

OBJECTIVE: (The student will be able to use the Dolch words in sentences for correct meaning.)

Figure No. 20

DATE	NAME	1	2	3	4*	5	6	7	8	9	10

*Tasks that are teacher corrected.

Suggestion: Use graph paper to make evaluation sheets.

MONTHLY EVALUATION OF STUDENT BEHAVIOR AT CENTERS

Figure No. 21

PUPIL _____ AGE _____

DATE _____

RATING SCALE

1 Low 2 3 4 5 High

A. How well does the student . . .

1.	Follow oral directions?	1 2 3 4 5
2.	Follow written directions?	1 2 3 4 5
3.	Complete center tasks?	1 2 3 4 5
4.	Select appropriate tasks?	1 2 3 4 5
5.	Interact with other pupils in a sharing or helping situation?	1 2 3 4 5
6.	Work in a manner which does not interrupt or distract others?	1 2 3 4 5
7.	Use his time?	1 2 3 4 5
8.	Move from center to center?	1 2 3 4 5
9.	Complete contracted plans made in teacher-pupil conferences?	1 2 3 4 5

B. Number of contracts completed this month. _____

C. What suggestions should be included in the next teacher-pupil conference?

KINDERGARTEN ACTIVITIES

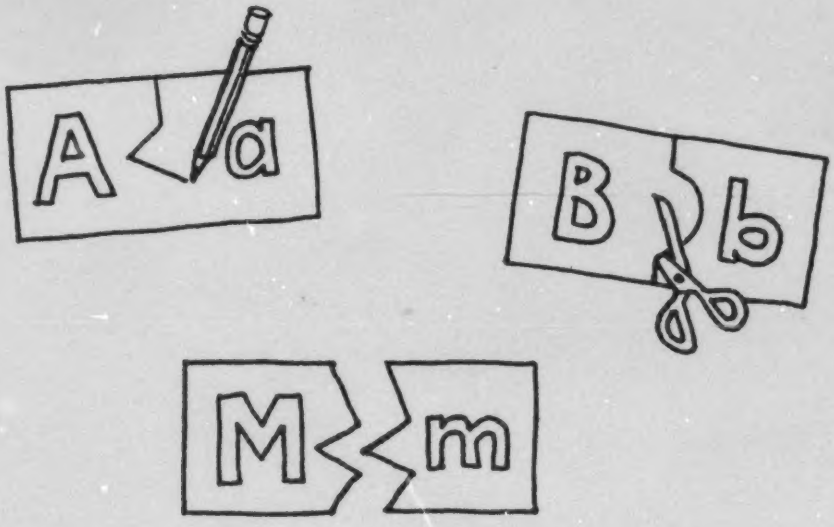
The formate for kindergarten centers is presented as three separate activities for each objective. Typical kindergarten schedules have many activities such as playhourse, painting easels, blocks, etc.

Therefore these activities may be used in conjunction with a regular program.

Subject Area: Language Arts

Behavioral Objective: The child will be able to recognize letters of the alphabet, both capital and small letter forms.

ACTIVITY No. 1: ALPHABET PUZZLES

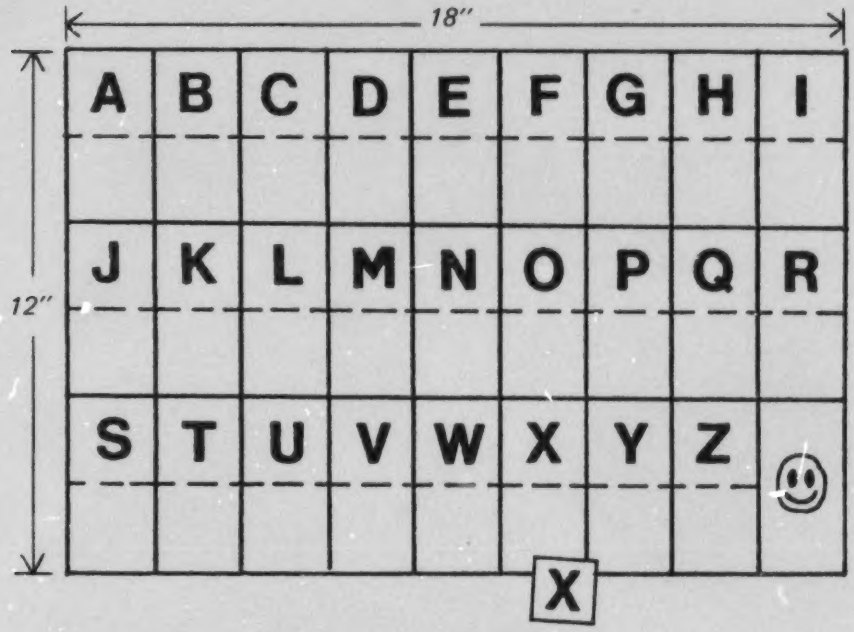


Construction: On each of 26 3" x 5" cards print a capital letter and its corresponding small letter. Draw a zig-zag line between the two letters. Contact the cards for durability. Cut through each card along the zig-zag line. Place the alphabet puzzle parts in a large envelope or a box.

Procedure: The child matches capital letter to small letter by fitting the puzzle parts together.

Evaluation: This is a self-checking activity because only correct matches will "fit".

ACTIVITY No. 2: ALPHABET MATCHING BOARDS



Construction: Up to six children will be able to work in this center using all six of the playing boards. Cut three red boards and three blue boards. Line the boards into 2" squares. Letter the blue boards with capital letters and the red boards with small letters.

Cut 78 red and 78 blue 2" squares. Letter the red squares to make three small letter alphabet sets. The blue squares are lettered to make three capital letter alphabet sets. Laiminate or contact the boards and the squares for durability. Package the alphabet sets in color-coded envelopes (i.e., red squares are in envelopes marked with red felt pen or a red dot).

Procedure: The child draws one letter square from the envelope, says its name, and places it under its matching letter on the board. He continues until he has matched each letter on the board.

The child may match capital letters to capital letters by using a blue board and blue squares. Small letters are matched to small letters by using a red board and red squares. The child may match small letters to capital letters by using a blue board and red letter squares.

Evaluation: Teacher observation.

ACTIVITY No. 3: ALPHABET TRACING BOARDS

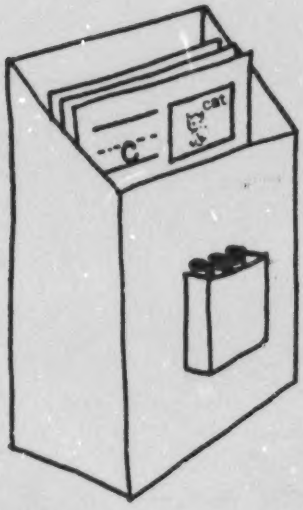
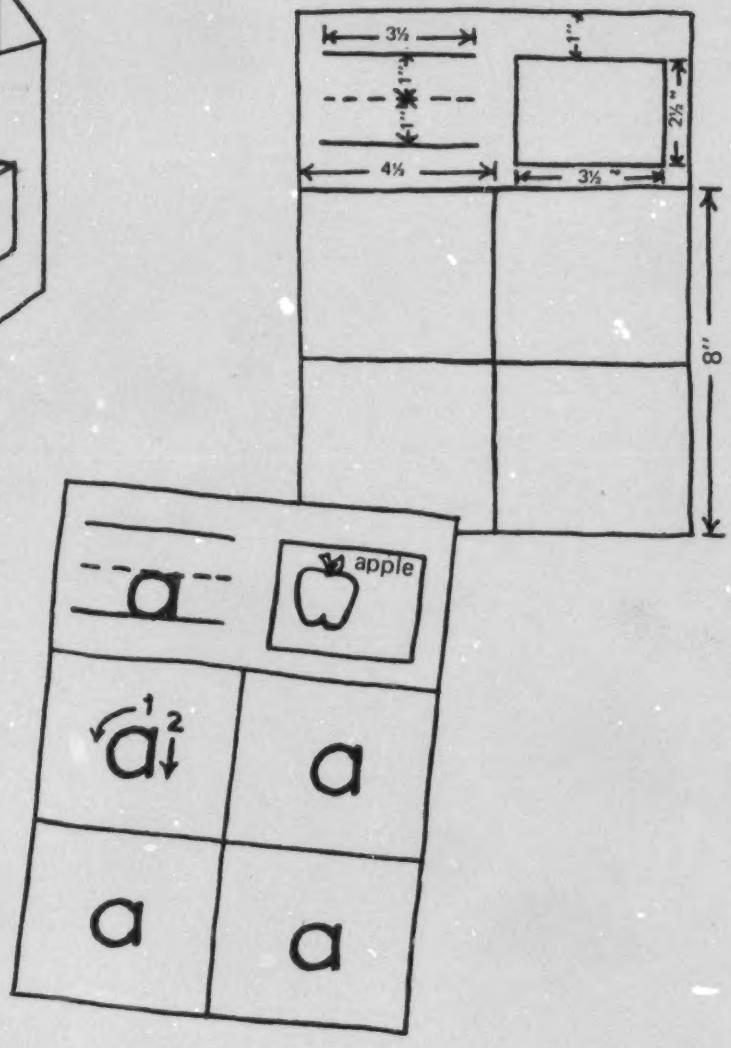


Figure No. 23



Construction: Fifty-two tracing boards (9" x 12") are used in the center. There are two boards for each letter; one board showing small letter form and the other showing capital letter form. The boards are ruled as shown.

The boards are color coded in ten groups to be used in the following order:

	small letters
Group One	circular strokes and straight strokes (o, a, d, g, q, b, p, c, e)
Group Two	straight strokes and curved strokes (l, t, i, f, j, n, m, r, h, u, s)
Group Three	straight strokes and slanting strokes (v, w, y, x, z, k)
	CAPITAL LETTERS
Group Four	straight strokes (E, F, H, I, L, T)
Group Five	slanting strokes (V, W, X)
Group Six	straight and slanting strokes (A, M, N, Y, Z, K)
Group Seven	curving strokes (C, O, S, U, J)
Group Eight	straight and curving strokes (B, D, G, P)
Group Nine	curving and slanting strokes (Q)
Group Ten	straight, curving and slanting strokes (R)

All the tracing boards are contacted and placed in a box. The box should also contain wax markers for tracing and a piece of in-door/out-door carpeting for erasing.

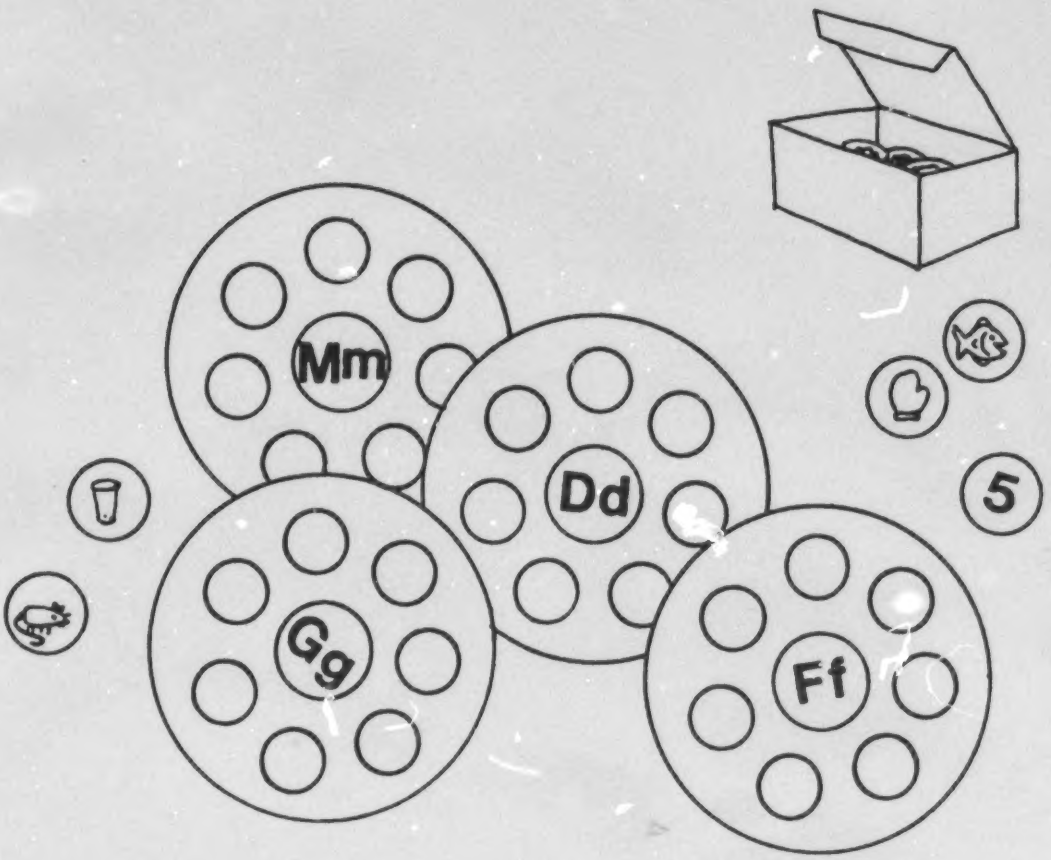
Procedure: The child traces each letter on the board with a wax marking pencil. The child should erase his board before he returns it to the box. The child may continue in order with the next board. The teacher should limit the tracing time so that the child will not become fatigued.

Evaluation: Teacher observation.

Subject Area: Language Arts

Behavioral Objective: The child will be able to recognize the initial sounds of the consonants and four blends.

ACTIVITY No. 1: SOUND WHEELS



Construction: Cut five sets of four 12" diameter circles of colored tag for sound wheels. Draw seven 3" circle outlines on each wheel. Upper and lower case letters are written on a center 4" circle. Cut five sets of 28 3" diameter circles of tag matching the sound wheels. Pictures of objects with the initial sounds are pasted on 3" circles.

The sound wheels and sorting circles may be laminated or covered with contact.

Sets for sound wheels:

I. F, D, M, G

II. B, S, T, W

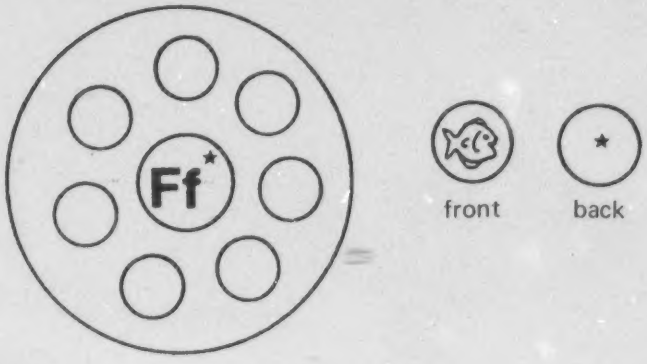
III. N, P, K/C, J

IV. H, L, R, V

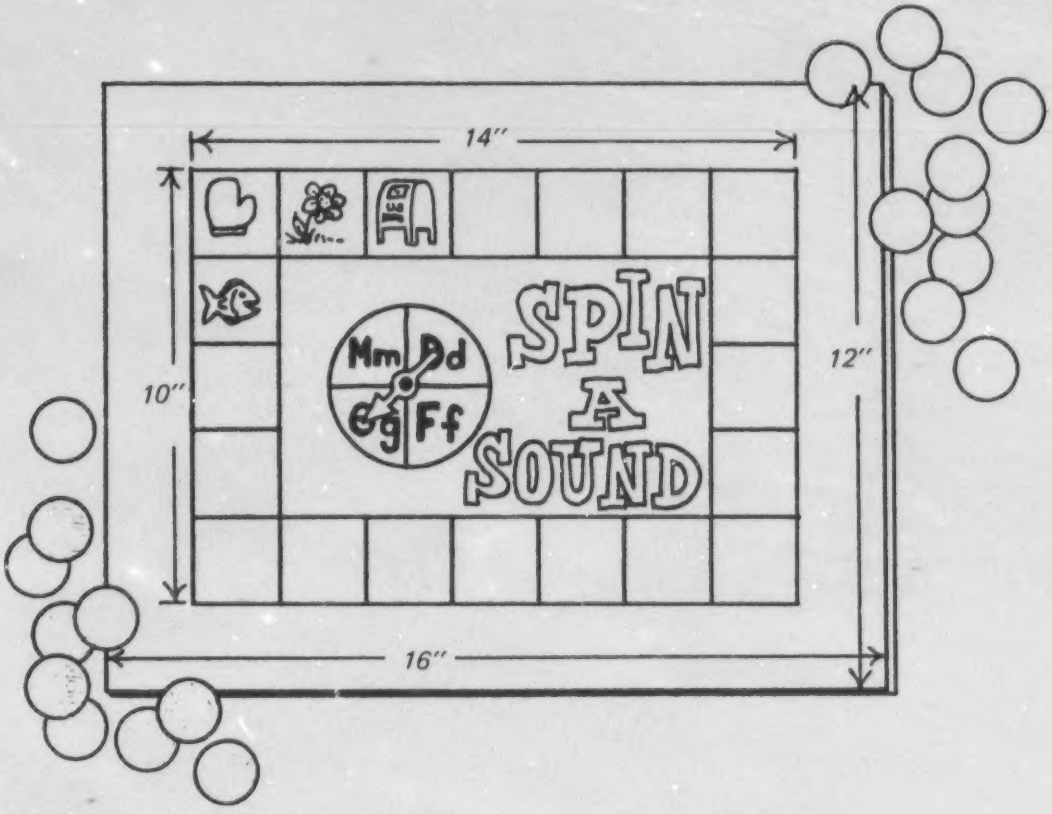
V. Sh, Th, Wh, Ch

Procedure: One or two children are given a set of wheels and matching pictures. The children match the picture to the correct wheel.

Evaluation: Activity may be self-correcting by coding the backs of the 3" circles, or corrected by teacher.



ACTIVITY No. 2: SPIN A SOUND

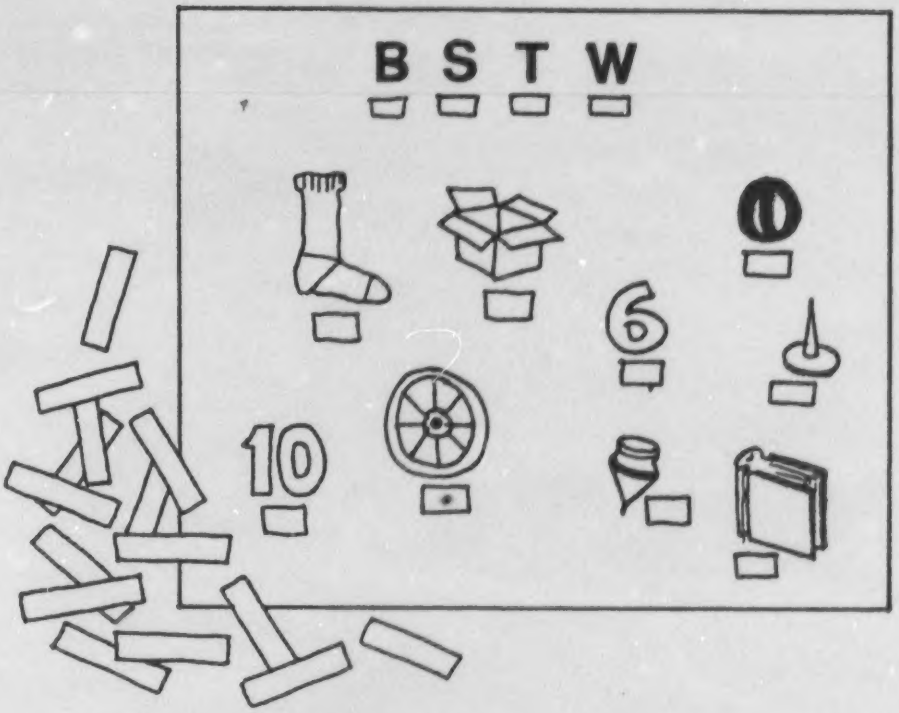


Construction: Game board measurements given in diagram. Each square is 2" x 2" for pictures with initial consonant sound. Spinner is a 5" diameter circle divided into 4 parts for letters. Tag game board is then glued on chipboard, covered with clear contact and spinner is attached. Each player will need a colored set of ten chips. A game board can be made for each set given in Activity No. 1.

Procedure: Each player takes 10 chips of one color. The first player spins a letter and covers a picture with the initial sound of the letter. When all the pictures of a sound are covered the child loses a turn. At the end of the game, the child who has the most pictures covered wins.

Evaluation: Teacher observation or participation.

ACTIVITY No. 3: MAGNETIC SOUND BOARD



Construction: Large sheet of white tag (approximately 22" x 28"). Set of four initial consonant sounds are printed across the top of chart. Paste 6-8 pictures for each sound in a random manner. Under each picture paste a 1/2 x 1" piece of magnetic paper. Cover chart with clear contact. Cut fifteen pieces 1/2 x 2" of heavy tag. On each strip place a small piece of magnetic tape. A magentic chart can be made for each set given in Activity No. 1.

Procedure: Teacher or child places a tag strip underlining one letter as the initial sound. The child then places a strip under each picture that begins with that initial sound.

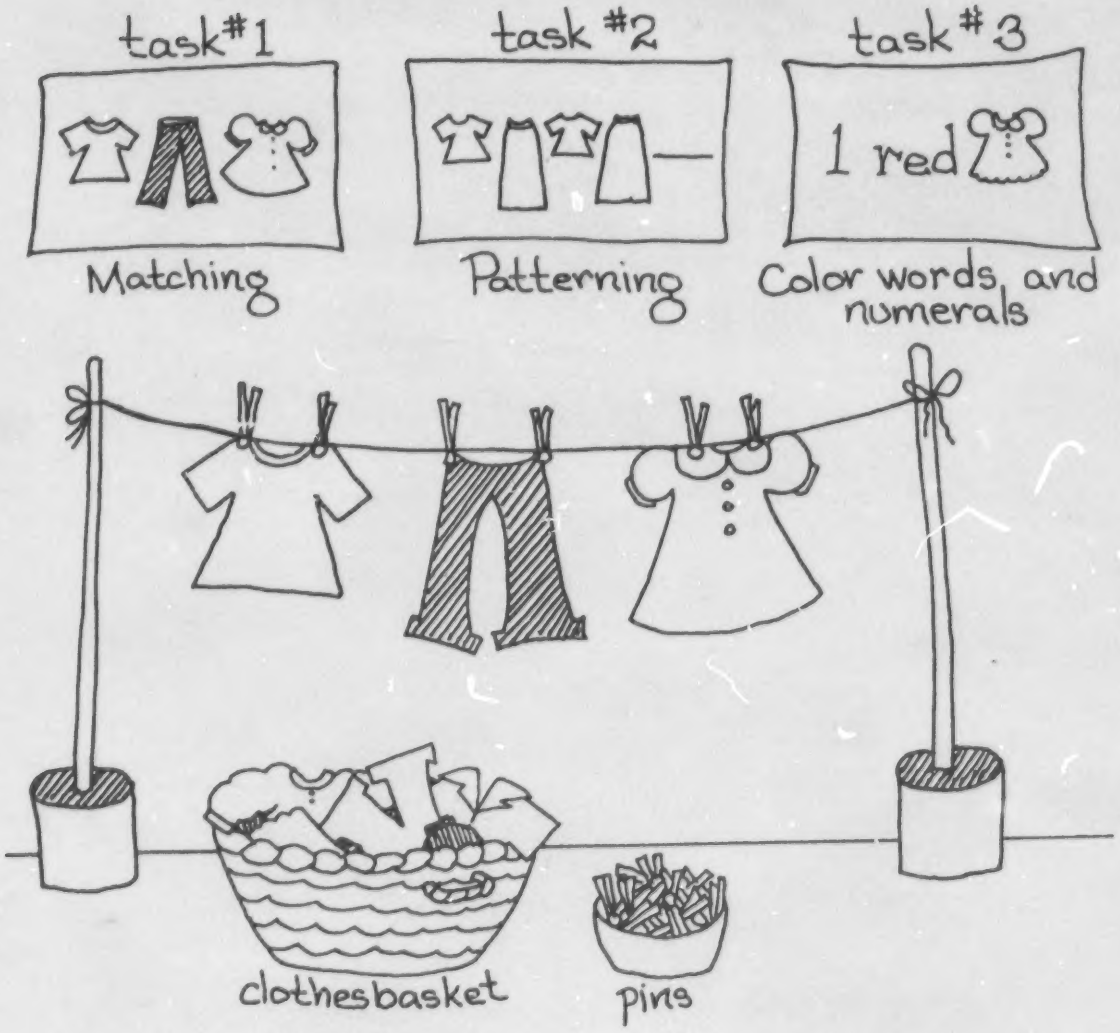
Evaluation: Teacher observation.

HANG THE CLOTHES ON THE LINE

Objective: To duplicate a pattern as indicated on a task card.

Materials: Clothes line, clothes pins, cut out clothes of various colors, task cards showing various arrangements of clothes.

Procedure: Student takes a task card and pins the clothes on the line according to the patterns on the card. (Direct matching.) Student duplicates the pattern on card and decides what comes next. Student arranges clothes using color words and numerals.



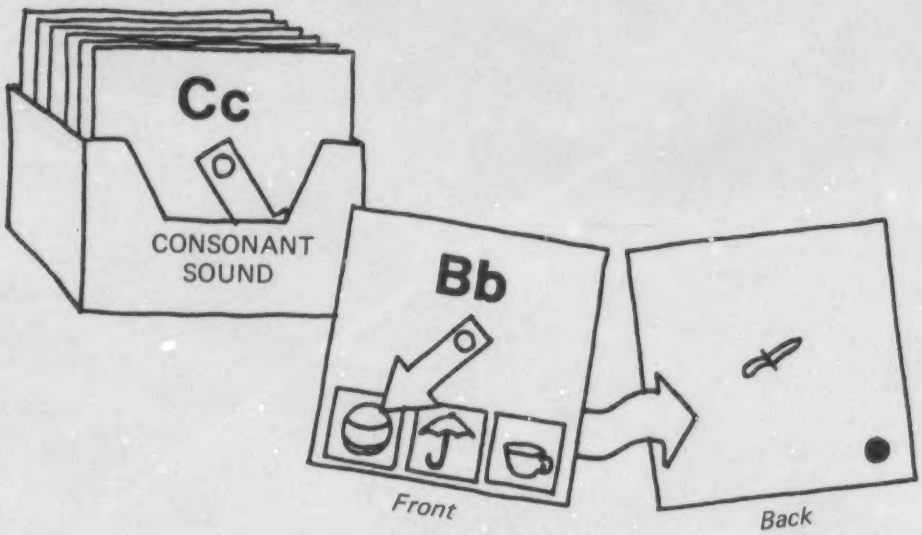
PRIMARY LEARNING CENTERS

Each model center is planned to accommodate an average class-size of thirty children. The teacher may wish to use all or part of the activities to meet the needs of her particular schedule.

ALPHABET CENTER

Purpose of Center: To provide reinforcement activities for vowel sounds, consonant sounds, and letter order.

SOUND POINTERS



Materials:

21 7" x 7" squares of cardboard

21 7" x 7" squares of colored tag or construction paper

21 4" arrows cut from plastic, cardboard, or other durable material

21 Brass paper fasteners

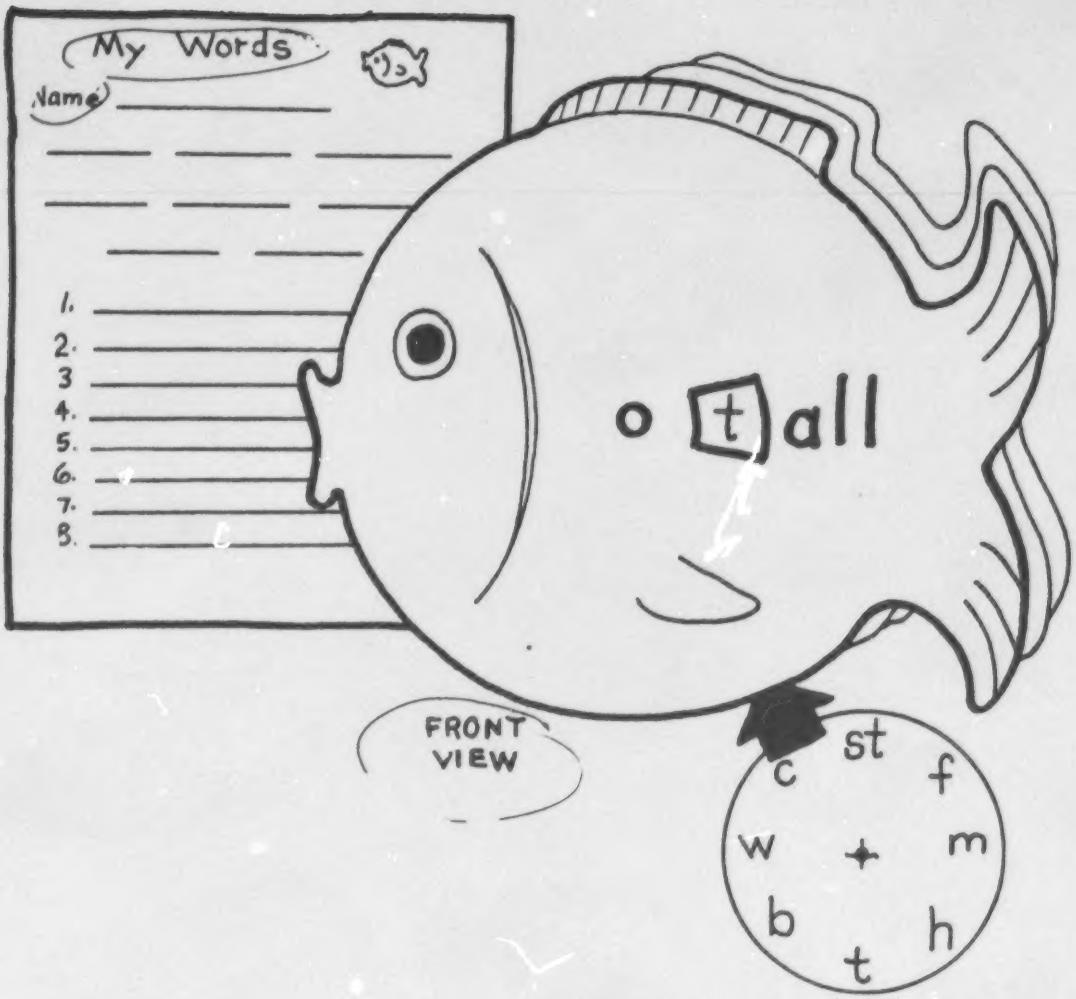
21 press apply dots

63 small pictures cut from workbooks or magazines

Procedure: The child says the name of the letter on each card, says the names of the three pictures, and then moves the arrow to point to the picture that begins with the designated letter.

Evaluation: May be a self-correcting activity by placing a press apply dot on the reverse side of the correct picture, or evaluation may be accomplished by teacher observation.

FISH WHEELS



Materials: 12 8" x 10" pieces of colored tag (for fish)
12 6" tag circles for turning wheel
12 brass paper fasteners for attaching wheel to fish
ditto masters

Procedure: The child chooses a fish and makes words by turning the wheel behind the fish which in turn changes the beginning sound. The child records the words and makes a sentence using each word. The work is recorded on the worksheet provided.

Evaluation: Teacher corrected.

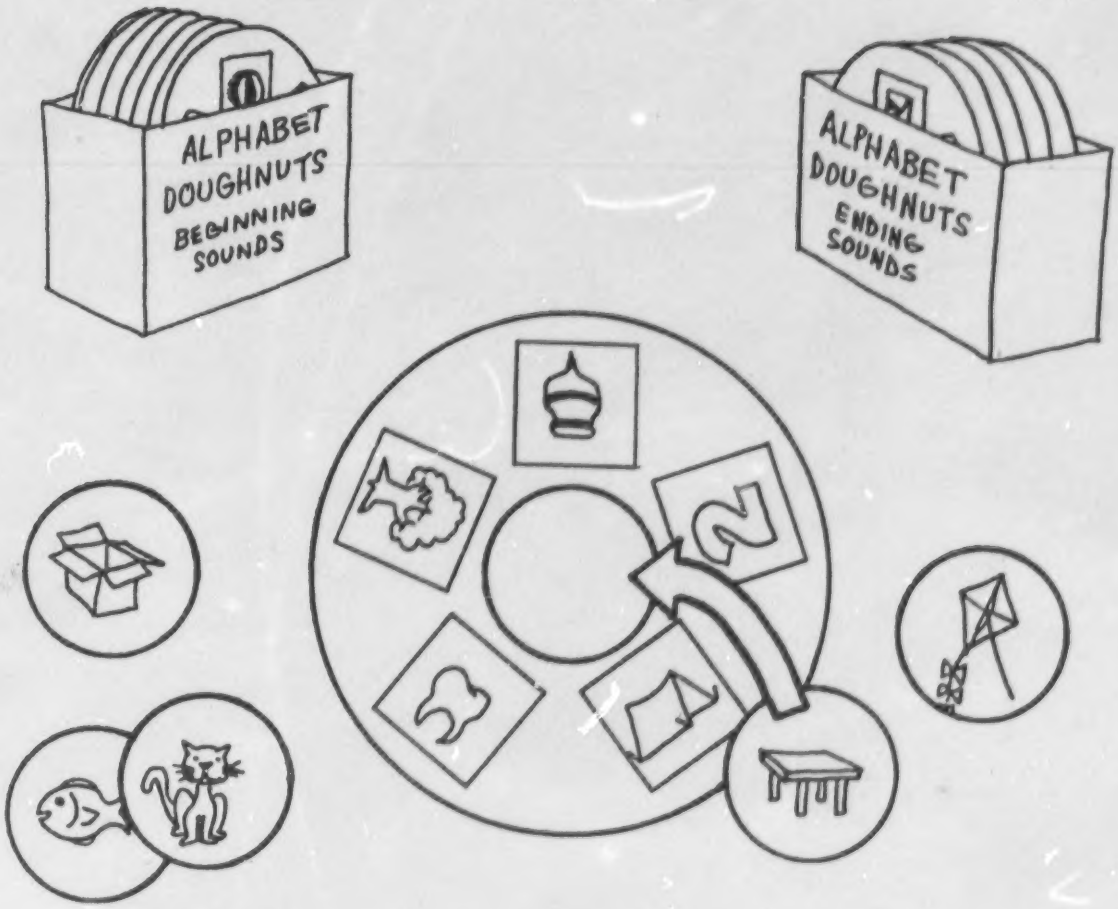
SHAKE AND SPELL

Materials: 3 1" wooden cubes
press apply dots
paper cup or plastic lid for cubes
score sheet

Procedure: The game is intended for three players. First player shakes the cubes in the cup and drops them on the table. If he can make a word with the three letters rolled (and is able to say the word) he writes it on the score sheet and scores one point. If he can use the word in a sentence, he scores another point. The game can be varied by changing the letters on the cubes.

Evaluation: Children evaluate with score sheet, or by teacher observation.

ALPHABET DOUGHNUTS

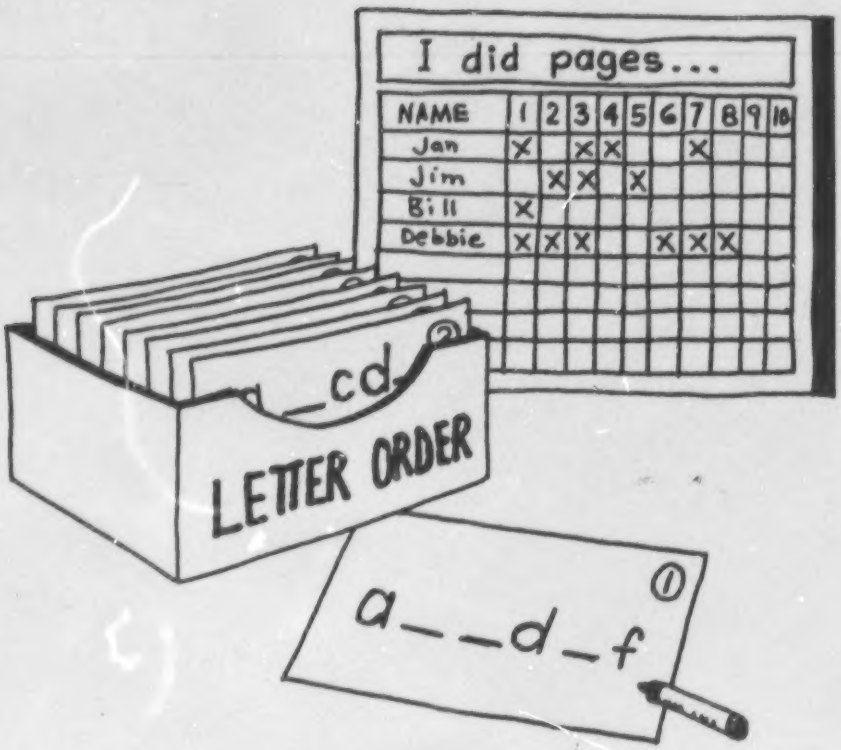


Materials: 9" circles with 3" hole (tag or cardboard)
3" circles (tag or cardboard)
small pictures cut from old workbooks, spelling books, magazines, etc.

Procedure: The child says the name of each of the five pictures on each doughnut. He listens carefully to the beginning (or ending) sounds. He must then choose a center which has a beginning (or ending) sound which matches those on the doughnut.

Evaluation: May be self-correcting by coding the reverse side of the doughnut or the 3" circle, or by an answer key. Evaluation may be done by teacher observation.

LETTER ORDER BOARDS



Materials: Wax marking pencils

24 5" x 8" pieces of tag or index cards. These should be laminated, covered in clear contact or placed in plastic sleeves.

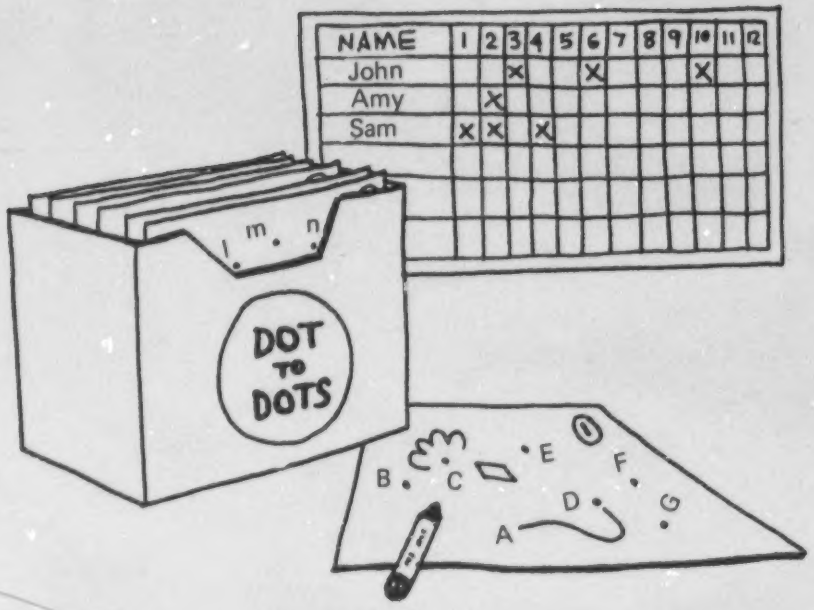
24 press apply dots for coding

3 squares of acrylan carpeting for erasing

Procedure: With a plastic crayon the child fills in the missing letters or completes the letter sequence.

Evaluation: Answer key may be provided for the child to correct his work, or the activity may be evaluated by teacher observation.

ALPHABET DOT TO DOT



Materials: Commercial dot to dot pictures. These can often be found in book or tablet form in supermarkets and drugstores. They are usually quite inexpensive.

Plastic sleeves or clear contact paper.

Wax marking pencils.

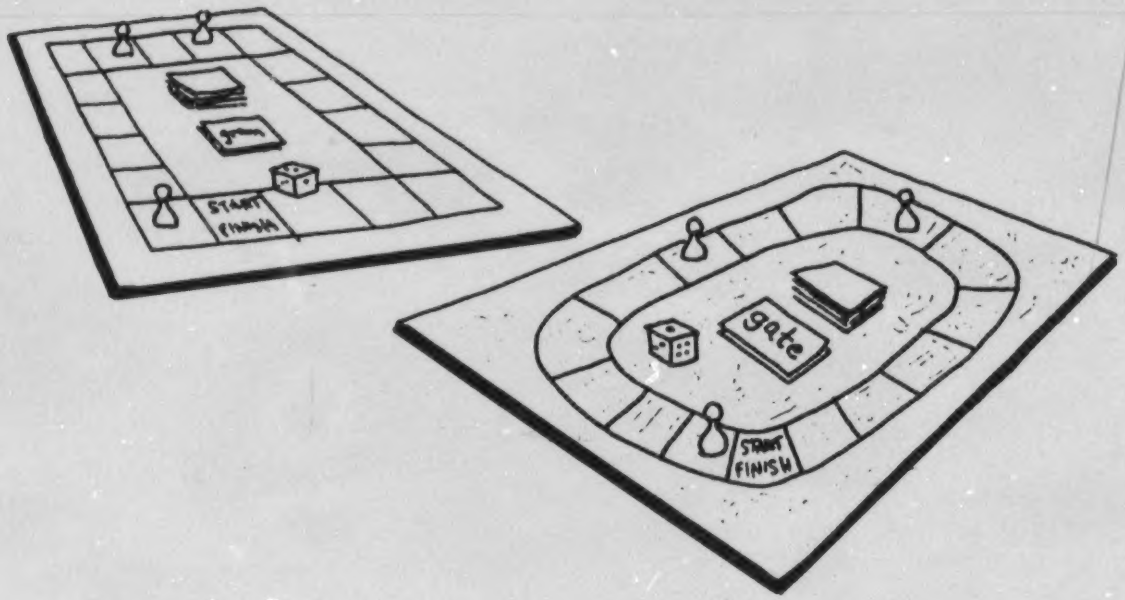
Acrylan carpet scraps for erasing.

Score sheet.

Procedure: The child finds the beginning point on each worksheet, and using the plastic crayon, joins the dots in alphabetical sequence. The sheets are numbered so the child can keep account of the puzzles he has completed.

Evaluation: Teacher observation, or master key.

OPEN ENDED GAMES



Materials: 2 open-ended game boards (each board will accommodate 3-4 children — allowing maximum participation).

Several decks of cards (2 ½" x 4"). Each deck may be used to reinforce a particular sound element such as blends, digraphs, long vowel with silent "e", paired vowel, etc.

1 die for each game.

1 marker for each child.

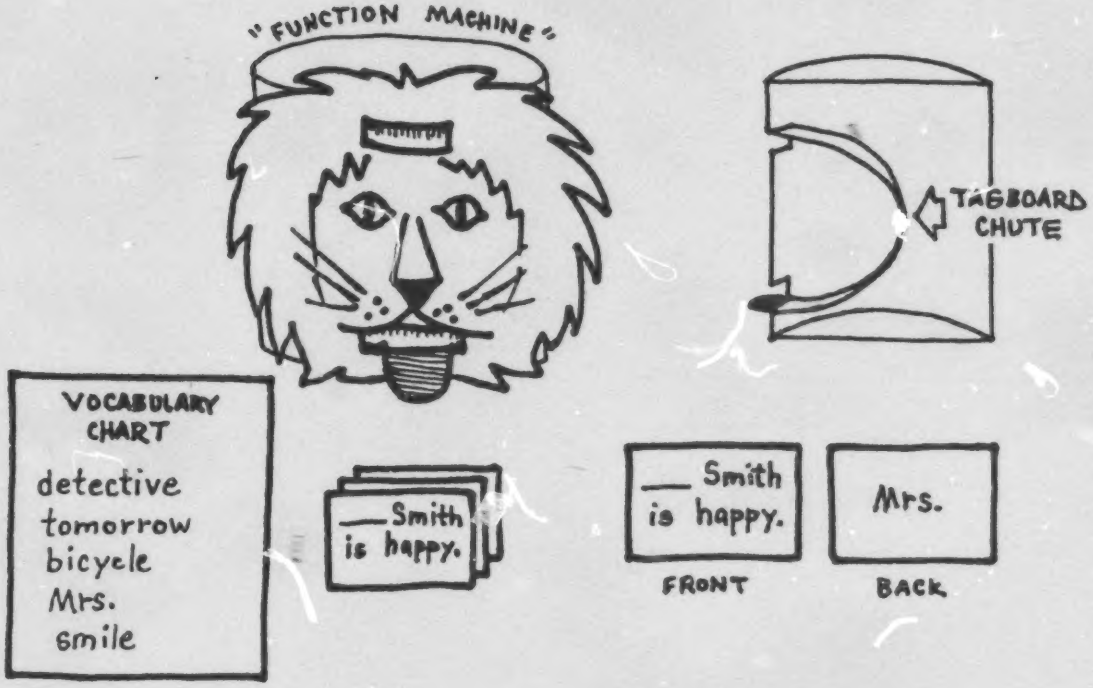
Procedure: The deck is placed face down on the table. First player takes a card. If he can say the word, he rolls the die and moves according to the number of dots shown. If he cannot read the word, he loses his turn. In either case the card is then placed on the bottom of the deck. The first player to move to the finish line is the winner.

Evaluation: Self evaluation or teacher observation.

READING CENTER

Purpose of Center: To provide reinforcement activities for vocabulary, word attack skills, and comprehension.

LEO



Materials: Cardboard box or ice cream carton

tagboard

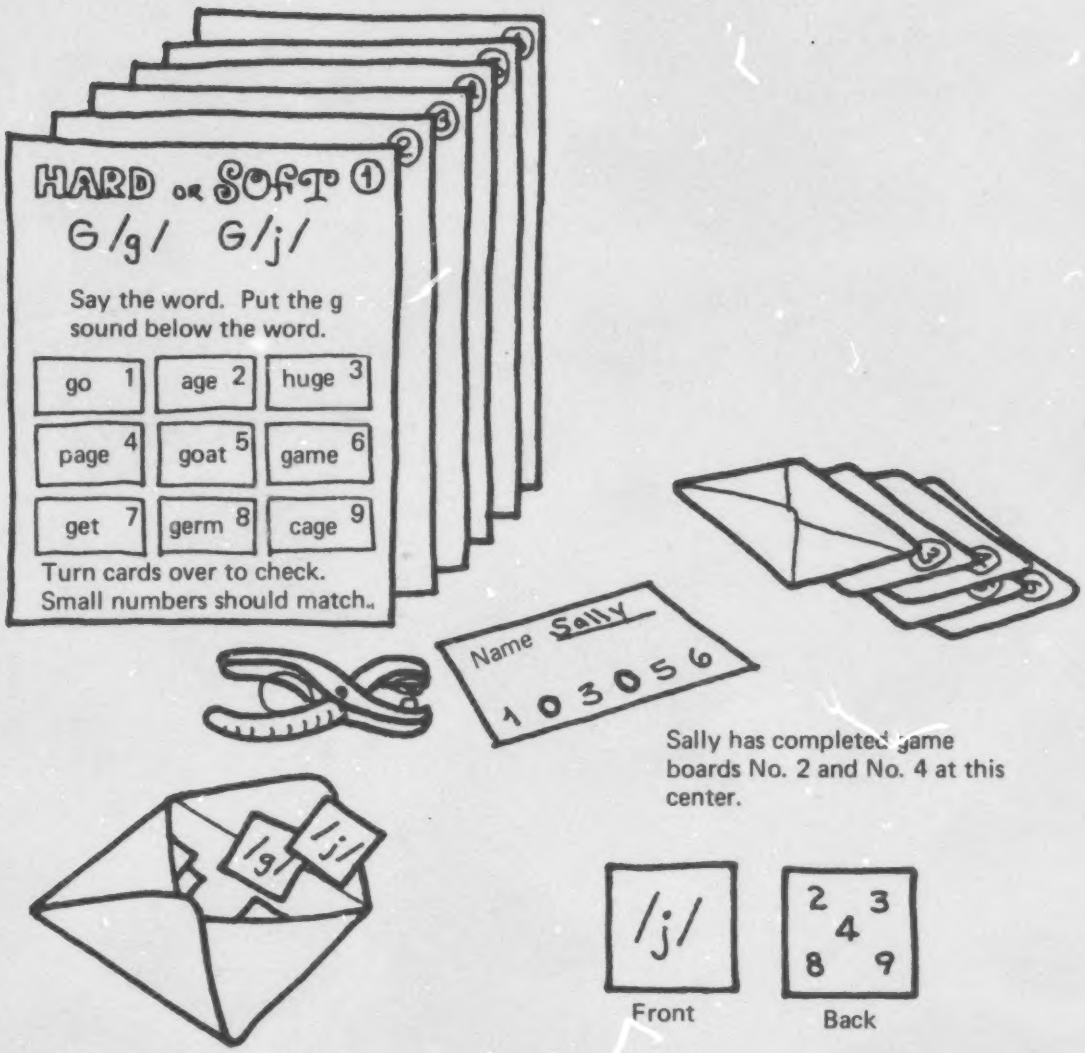
yarn (for Leo's mane)

3" x 5" cards

Procedure: Children take turns reading to each other. One child reads a card aloud to his group. He looks at the vocabulary chart and selects the missing word. He drops the card in the top of the "function machine" and the correct word comes out at the bottom.

Evaluation: Immediately self checking, for the correct word is on the back of each card.

SOUND BOARDS



Sally has completed game boards No. 2 and No. 4 at this center.

Front Back

Materials: 6 tagboard sheets 11" x 14"

6 envelopes

30 name cards for Record Keeping

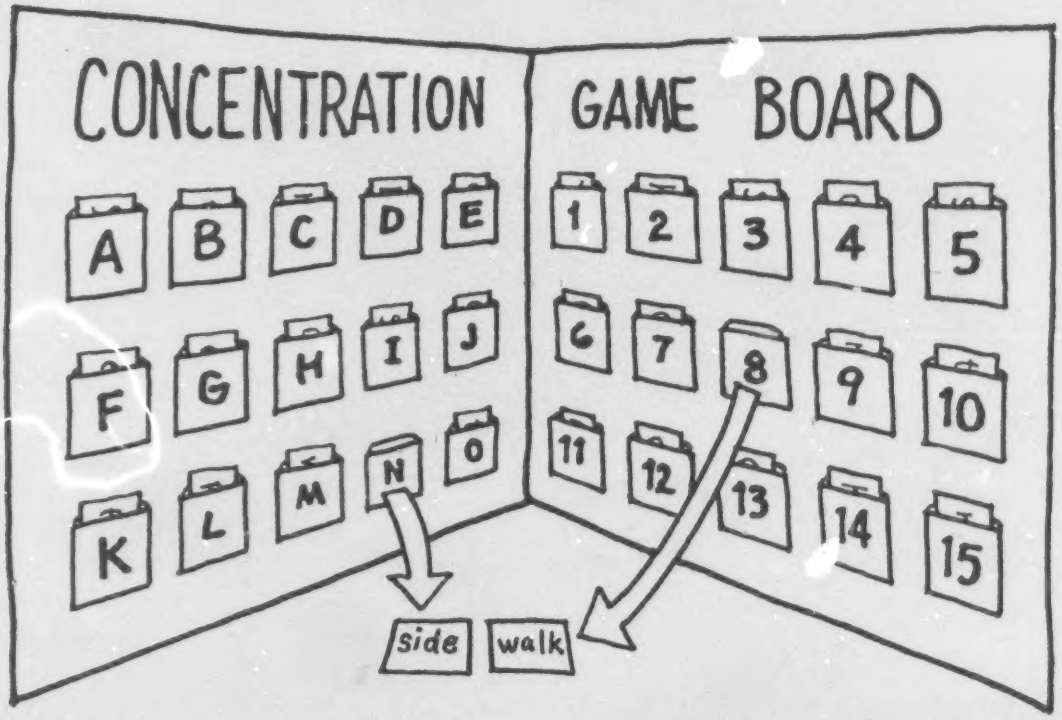
9 sound cards per game board

Procedure: Child takes a game board and a matching numbered envelope. He matches the 9 sound cards to the nine words on the game board. The board is self checking by turning the sound cards over. The small numbers in the upper corner of the word should match one of the numbers on the back of the sound card.

The child takes a record card and punches out the number of the game board completed.

Evaluation: Self checking or teacher observation.

CONCENTRATION



Materials: 2 sheets of cardboard 26" x 19"

Mystik tape 1½" wide for hinge

tagboard (4 sheets) 26" x 19"

30 library book pockets

30 3" x 5" index cards

Procedure: Choose two teams. A child on one team chooses a letter from A-O and a numeral from 1-15. Remove the chosen cards and show them to the class. If the cards do not match, return them to their original positions. If the cards match, give the team a point and remove the pair of cards from the board. The other team then chooses a pair.

Continue until all cards have been removed. The team with the greater number of points wins.

The board may be programmed for matching compound word parts (see illustration), antonyms or synonyms.

Evaluation: May be a self-checking activity by penciling the matching word (in small print) in the corner of its corresponding card.

BOOK BANNERS

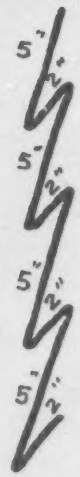
Materials:

- coat hangers
- cloth
- felt
- yarn
- needles and thread
- felt pens
- dowels
- scissors

Procedure: The child uses any of the art materials gathered at this station to make a banner about a book he has read. The banner should include the title of the book, the author, an illustration or object which represents the book and the child's name. The banners may be hung on a wire or string stretched across the classroom.

Evaluation: Completion of project.

WHERE DO I BELONG?



side view of folding for pocket chart

Materials: 6 tagboard pieces 20" x 30" (for individual pocket charts)

6 envelopes

3" x 5" cards, with pictures cut from magazines

3" x 5" cards, with the name of the classification

Procedure: The child takes an envelope. Each envelope contains pictures of clothing, shelter, tools, and food. The child places the picture in the pocket chart in the correct classification.

Evaluation: Self-checking by color coding.

FAIRY TALE CENTER

Purpose of Center: To provide children with the opportunity to read, listen, and dramatize the literary form of fairy tales in conjunction with English skills.

LISTENING STATION

Materials: 30 minute tape

Tape Recorder

Books with tape

Set of earphones

Double – 12" circles – one for each story

Brass paper fasteners

4¼" x 5½" ditto answer sheets

8½" x 11" castle-shaped task card

Pencils

Procedure: The children read the task card and follow the directions step-by-step. (See sample task card and script that follow.)

TASK CARD

* Listen to tape.
* Choose a wheel about a fairy tale.
* Answer the questions on an answer sheet.
* Now, choose a story to read or listen to the tape of a story.

Tape Script

Many, many years ago most people did not have books. Instead of reading books people told stories. Sometimes the stories were changed as one man told another. That is why today there are different beginnings and different endings to the same tales. You will even find different names for the various characters.

At this center you will find some library books and some of my books with many fairy tales. Fairy tales are special stories that we read over and over again. They are fun to tell each other too. Maybe some boys and girls will write new fairy tales for our class.

Since fairy tales were told to people before we had books, you do not have to read all the fairy tales. We have some fairy tales on tape for the tape recorder. A friend may read a story to you, or you may read a story to yourself.

To help you decide what story you would like to read there are wheels of questions. Try to answer the questions on a wheel. If you cannot answer two questions correctly, then read the story.

Fairy tales are fun, so have a good time!

Evaluation: Fairy tale answer sheets.

THE WORLD OF FAIRY TALES
TASKS
VOCABULARY
1. giant
2. elf
3. princess
4. crown
5. king
6. queen
7. fairy
8. witch
9. dragon
10. castle
11. kingdom
12. throne
13. magic
14. enchanted
15. treasure
16. prince
17. fortune
18. creatures
19. golden
20. tower
21. beast
22. village
23. tales
24. knight
SYLLABLE CHIPS
ANSWER KEY
FAIRY TALES
SAVE THE PRINCESS
magic

Materials: Carrel

1 piece of cardboard 19" x 26"

2 pieces of cardboard 13" x 19"

2 pieces of colored tag 19" x 26"

4 pieces of colored tag 13" x 19"

1 folded piece of tag 12" x 12" for pocket

1 roll 1½" mystik tape

clear contact

Task Cards

5" x 8" cards

pencils

writing paper

Procedure: The child will select a task card and follow the directions. (See sample of task cards which follow.)

TASK CARD No. 1 Don't forget your name!!

You will need: paper
pencil

Put the vocabulary words in alphabetical order.

Pick 6 words. Write each word in a sentence.

Put paper in folder.

TASK CARD No. 2 Don't forget your name!!

An antonym is a word having the opposite maneing of another word.

Example: hot cold

You will need: paper
pencil

Pick 6 vocabulary words. Write an antonym for the words you choose.

Put paper in folder.

TASK CARD No. 3 Don't forget your name!!

You will need: paper
pencil

Use the vocabulary words.

A noun is a person, place, or thing.

List all the nouns from the "fairy tale" vocabulary list.

Draw a picture of 3 of the words you listed.

Have a friend check your work. Then put in folder.

Evaluation: Teacher corrected.

SYLLABLE CHIP ACTIVITY

Materials: 5 10" x 10" cards, divided into 2" squares

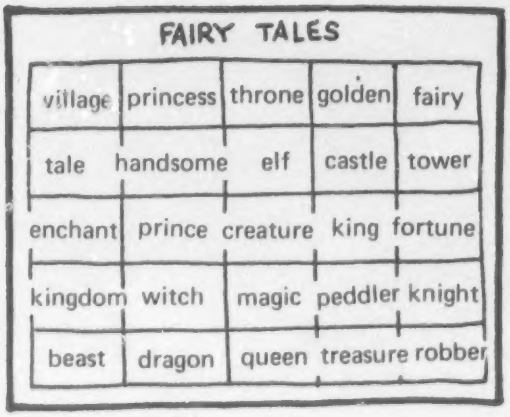
1 box

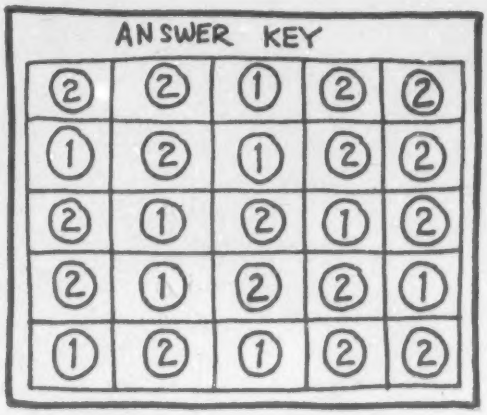
100 poker chips

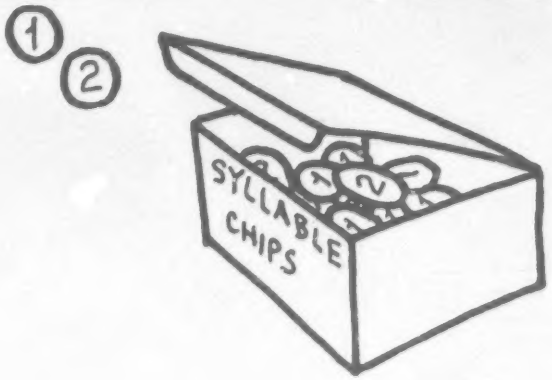
100 adhesive dots to label poker chips

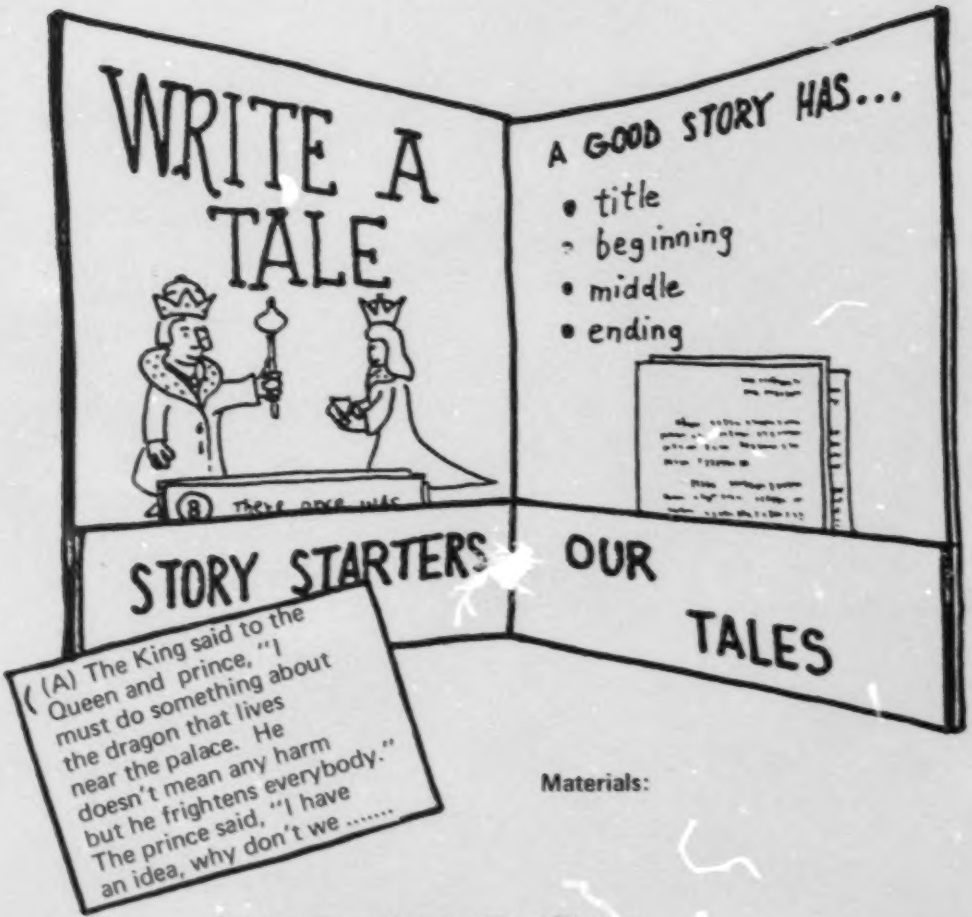
Procedure: Child takes a word card. He says each word quietly. He counts the number of syllables he hears. He places a numbered poker chip on the word to show how many syllables it has.

Evaluation: Answer key is provided for self correction.


FAIRY TALES
village princess throne golden fairy
tale handsome elf castle tower
enchant prince creature king fortune
kingdom witch magic peddler knight
beast dragon queen treasure robber






WRITE A TALE
A GOOD STORY HAS...
• title
• beginning
• middle
• ending
STORY STARTERS
OUR TALES
(A) The King said to the Queen and prince, "I must do something about the dragon that lives near the palace. He doesn't mean any harm but he frightens everybody." The prince said, "I have an idea, why don't we ....."

Materials:

2 pieces of cardboard 13" x 19"

4 pieces of colored tag 13" x 19"

1 folded piece of colored tag 8" x 12" for pocket

1 folded piece of colored tag 12" x 12" for pocket

clear contact

6 5" x 8" cards

mystik tape

student writing paper

Procedure: The child will choose one of the story starters. The first paragraph of a fairy tale is on the card. The child will copy the paragraph and finish the story.

Evaluation: Teacher corrected.

SAVE THE PRINCESS

Materials:

1 piece of cardboard 13" x 19"

1 piece of colored tag 13" x 19"

clear contact

4 markers

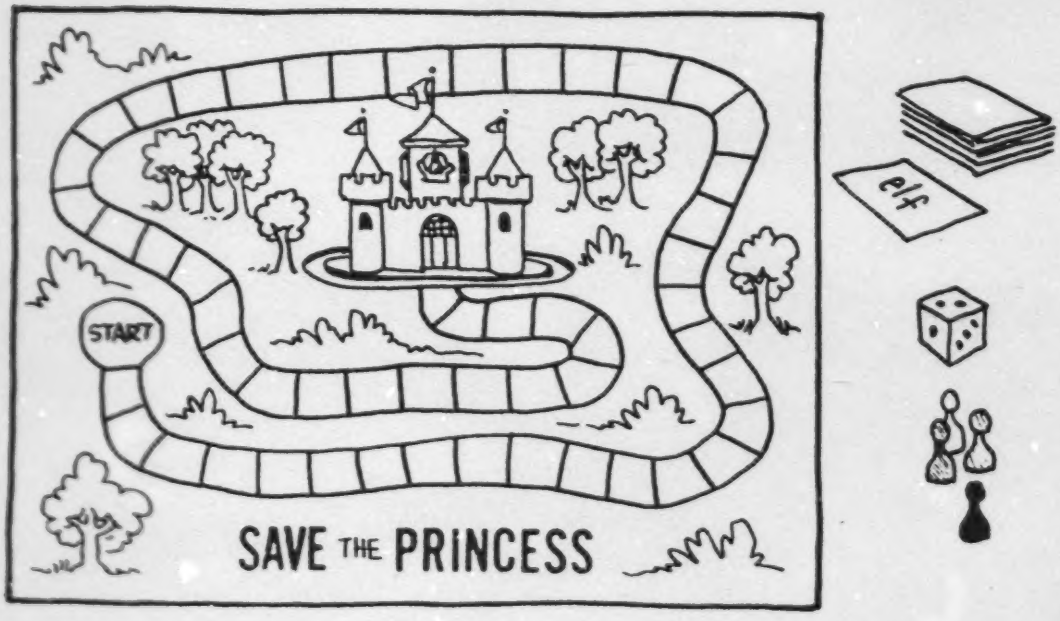
1 die

deck of vocabulary words

Procedure: Children take turns rolling the die, reading a word and moving the number of spaces on the die. If a child is unable to read a word he loses a turn.

The first child to the castle is the winner.

Evaluation: Teacher observation or participation.



RESEARCH CENTER

Projects

1. Compare two fairy tales.

   List: Characters Vocabulary Events

   How are they alike

   How are they different

2. Make a world map of fairy tales.

Materials: chart paper (18" x 22" approximately)

writing paper

pencils

crayons

colored pencils

printed flat world map

Procedure: Child selects a project. Research may be done both in class and at home.

Evaluation: Child presents project orally to class or to teacher.

ART - PUPPET THEATER STATION

Materials: Large refrigerator box
5 8½" X 11" sheets for sign-ups
art suppliesf
art supplies for making puppets

Procedure: Children make puppets for fairy tale of their choice.

Evaluation: Teacher observation

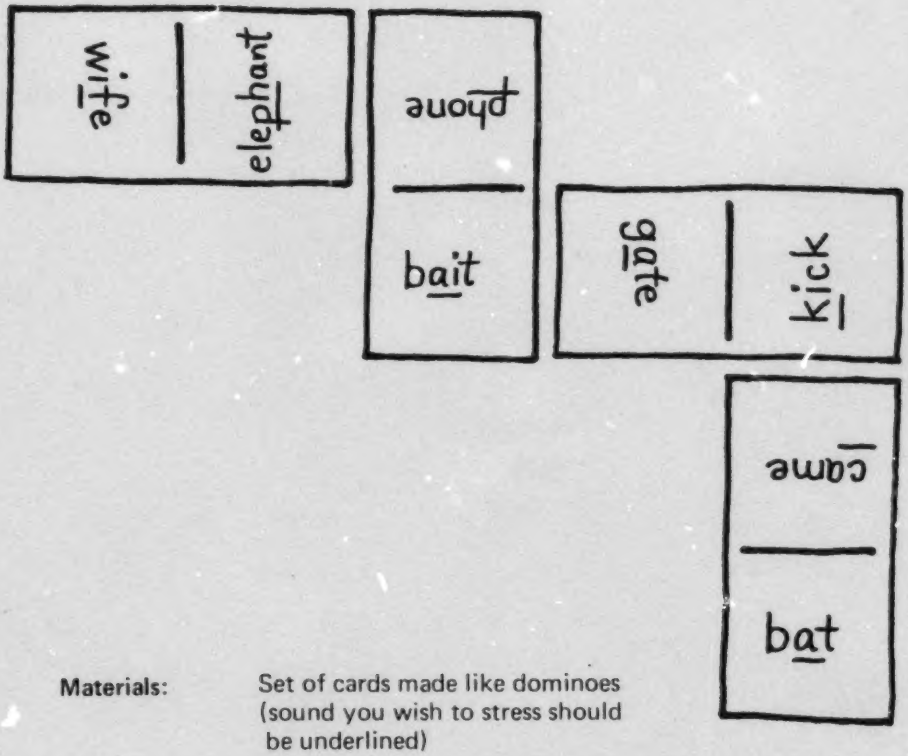
INTERMEDIATE LEARNING CENTERS

Each model center is planned to accommodate an average class-size of thirty children. The teacher may wish to use all or part of the activities to meet the needs of her particular schedule.

WORD ATTACK SKILLS CENTER

Purpose of Center: To provide the child with activities that stress word attack skills.

PHONIC DOMINOE

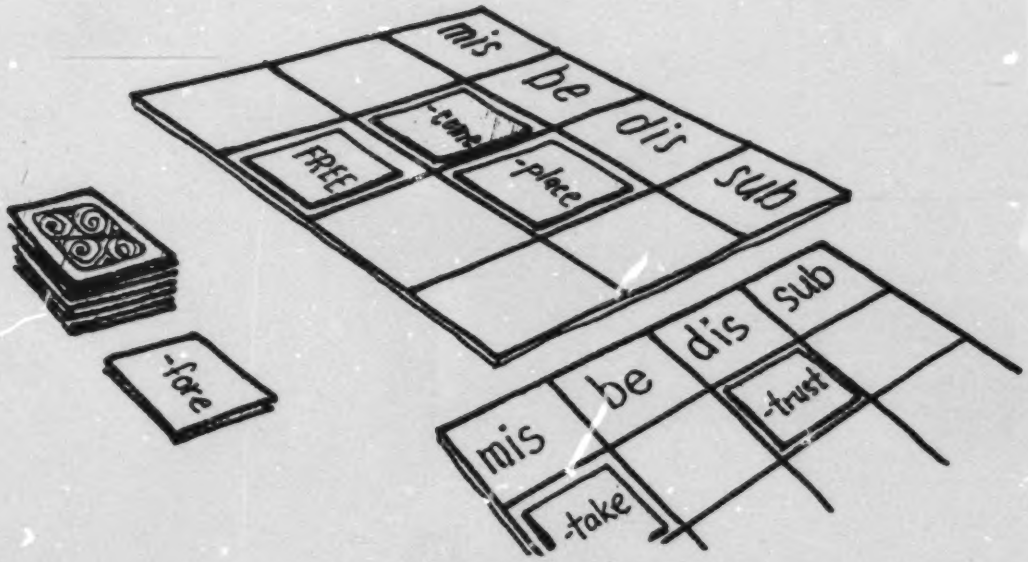


Materials: Set of cards made like dominoes (sound you wish to stress should be underlined)

Procedure: Turn all dominoes face down. Roll die to see who starts the game. Child puts out one domino. The next child must match one of the underlined sounds. The child pronounces the sound as he places the domino. If he cannot match either sound, then he must draw from the pile until he finds a matching sound. The child who uses all his tiles first wins the game.

Evaluation: Teacher observation or participation.

PREFIX GAME



Materials: 6 prefix boards 9" x 12"

root word cards 2½" x 3"
(at least six root words for each prefix)

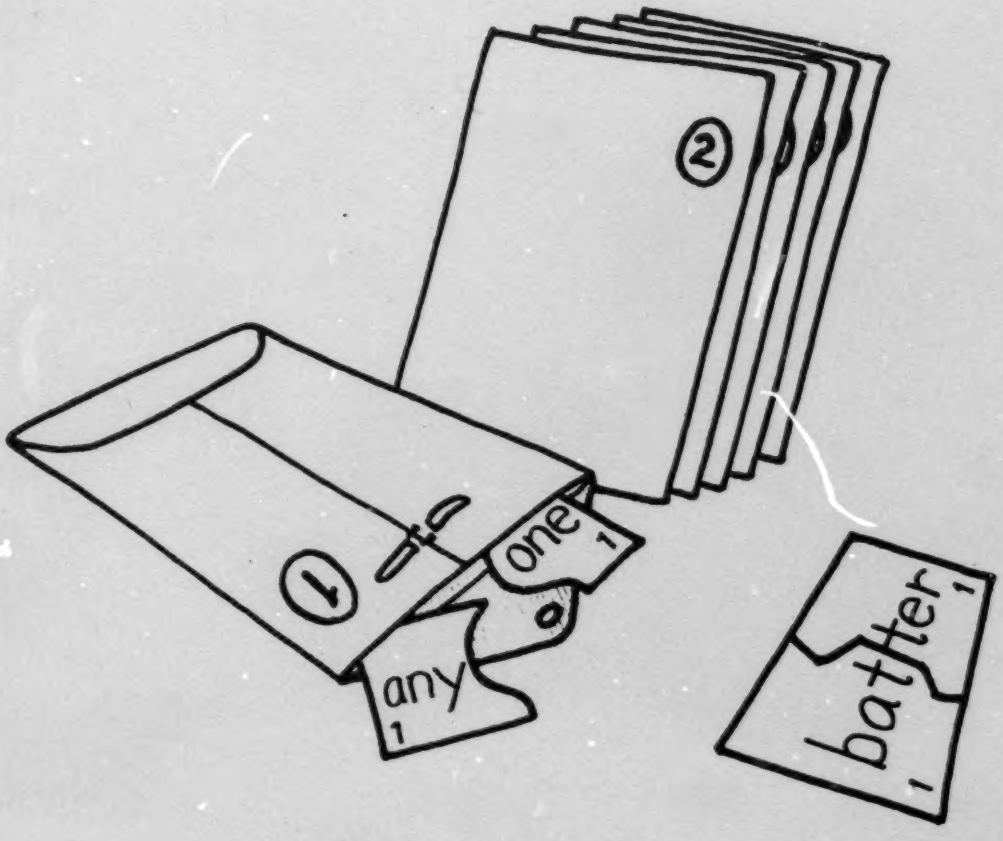
8 FREE cards 2½" x 3"

Contact paper for boards

Procedure: Shuffle cards and place in center of table. Each child will take a prefix board. The child will draw a card and see if the word connects with his prefix. If it does, he places the word card under the correct prefix. If it does not make a word, he discards the card. When the child draws a FREE card, he may place this card anywhere on his prefix board. He may not move the FREE card once it has been placed. The child who fills his card first wins the game.

Evaluation: Teacher observation or participation. An answer key may be provided.

JIG-SAW SYLLABLES



Materials: 6 manila envelopes 5" x 7½"

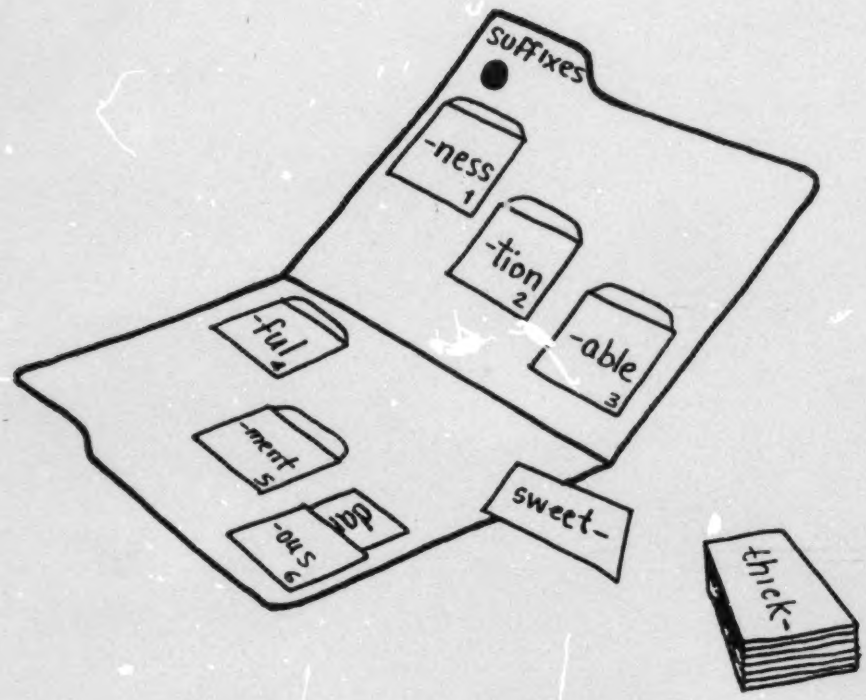
15 word cards (cut into syllables) for each envelope

ditto sheets

Procedure: Each child takes a manila envelope and places the puzzle pieces on the table. As the child constructs a word, it is written down on the ditto sheet. This activity can be made into a game. The child who completes his worksheet first is the winner.

Evaluation: Teacher observation. The word cards and manila envelopes should be number or color coded for easy refiling.

FIND THE SUFFIX



Materials: 6 manila folders

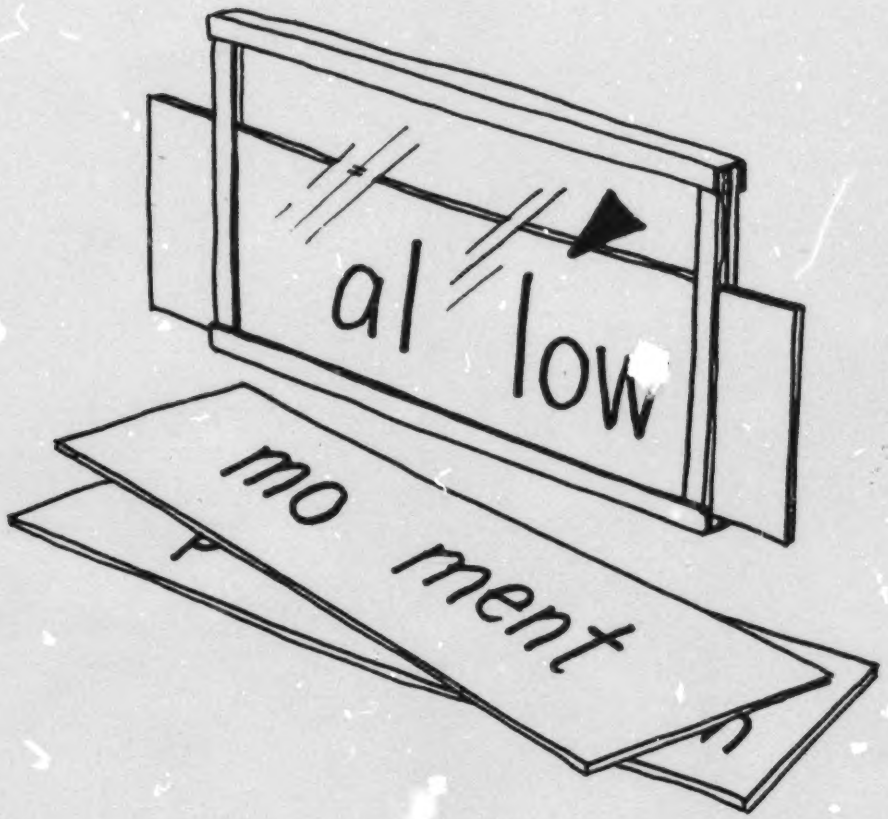
36 library book pockets

Set of word cards for each folder
(at least six root words for each suffix)

Procedure: The child will take a suffix folder and a deck of cards. The child will read the root word and place it into the correct library pocket. If the root word does not connect with a suffix, then the child discards the card.

Evaluation: Self correcting. On the back of each word card will be the number of the correct library pocket.

ACCENT WINDOWS



Materials: 6 pieces of cardboard 3½" x 5"

6 pieces of acetate 3½" x 5"

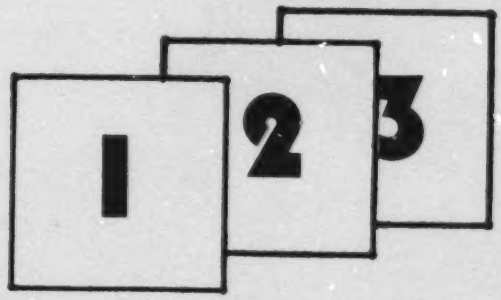
mystik tape

word strips 3" x 8"

Procedure: The teacher or group leader gives each child a word strip. The child says the word and puts the word strip into the acetate holder, placing the accent on the correct syllable.

Evaluation: Self-correcting. On the back of each word strip, the correct syllable will be marked.

doesn't	I'd	we're	hadn't
let's	won't	we'll	isn't
we're	he's	aren't	they'll
I've	don't	she'd	you'd



Materials: 6 word cards 8" x 8"

128 number chips 1½" x 1½"

1 spinner

Distribution of Number Chips: 32 blue chips marked No. 1

32 green chips marked No. 2

32 brown chips marked No. 3

32 yellow chips marked No. 4

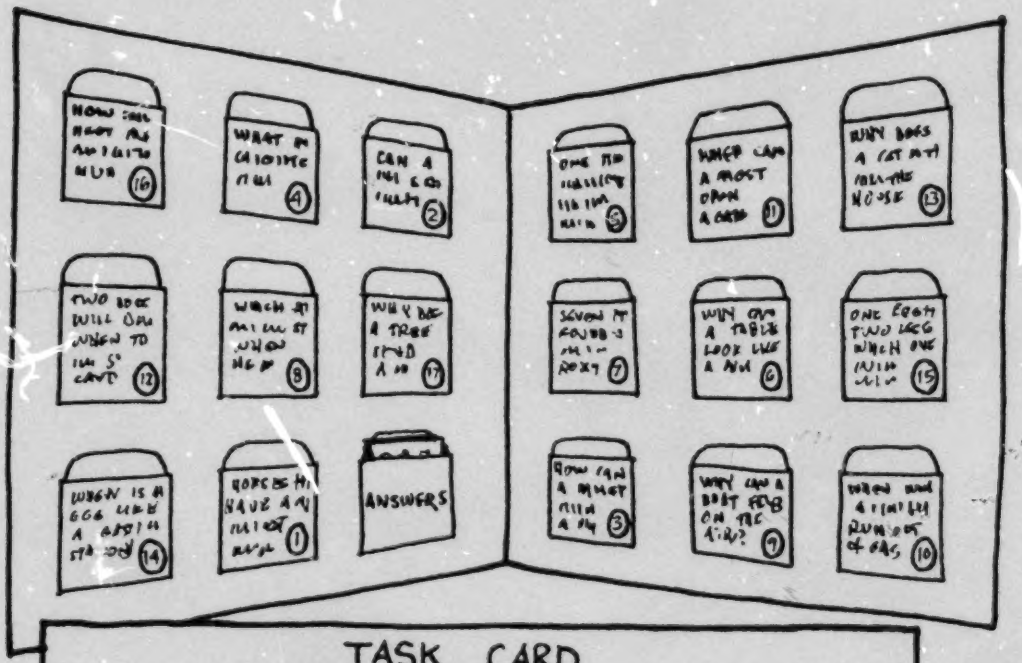
Procedure: Each child has 16 number chips (four of each color). Each contraction is covered with a number chip. First player spins, if he spins a No. 2 then he may remove a No. 2 chip. The child must say the contraction and the two words which form the contraction. This procedure continues until all the number chips have been removed. Should a player fail to give the right answer, then he loses that turn and the number chip remains on the board. If the child spins No. 4 and all his fours have been removed, then he forfeits that turn. The winner is the player who removes his number chips first.

Evaluation: Teacher observation.

COMPREHENSION SKILLS CENTER

Purpose of Center: To provide reinforcement experiences with comprehension skills.

RIDDLE MATCH



TASK CARD

1. READ THE RIDDLES ON THE POCKETS.
2. FIND THE ANSWERS IN THE ANSWER CARD POCKET.
3. PUT THE ANSWER CARDS IN THE RIGHT POCKETS.
4. CHECK YOUR WORK BY SEEING THAT THE NUMBER ON THE POCKET, AND THE NUMBER ON THE ANSWER CARD MATCH.

Materials:

2 14" x 20" pices of cardboard

2 14" x 20" pieces of colored tagboard to cover cardboard

1 roll of mystik tape for hinging the cardboard and binding the edges

18 library book pockets

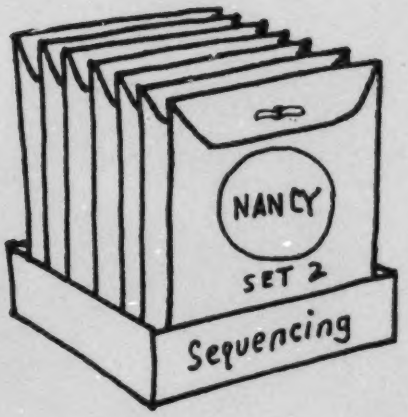
adhesive dots

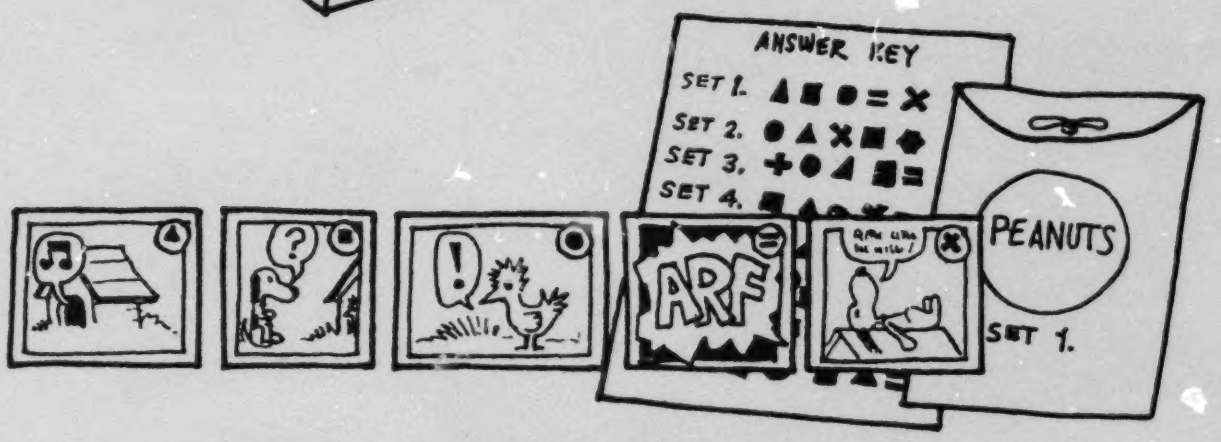
18 3" x 5" index cards

Procedure: One child reads the riddles on the library book pockets. Another child finds the answer to the riddle on one of the cards in the "Answer Pocket". The card is placed in the correct pocket.

Evaluation: Adhesive dots with numbers corresponding to the numbered dots on the library book pockets are placed on the backs of the answer cards, so the child is able to evaluate the activity.

COMICS SEQUENCE





Materials: Cartoon pictures which have been cut apart.
These may be obtained from newspapers or comic books.

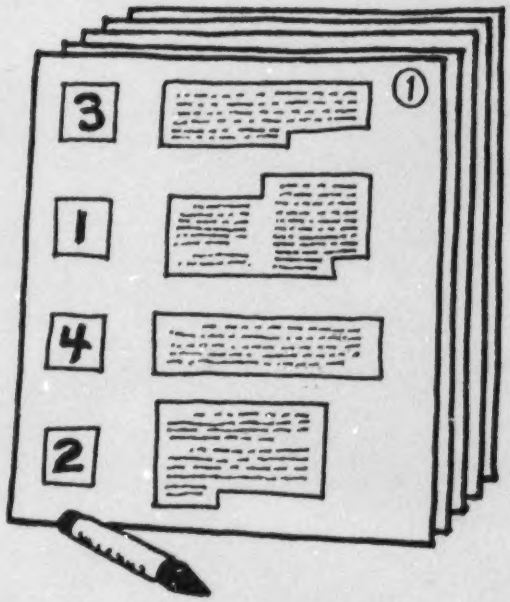
24 5" x 7½" envelopes

3" x 5" index cards for mounting comics

Procedure: The child arranges the cartoons in their correct sequence.

Evaluation: An answer key should be provided so that the activity is self correcting. Symbols work well as a coding system.

PARAGRAPH SEQUENCE



Materials: 24 9" x 12" pieces of tagboard or cardboard

24 stories – cut into paragraphs
(These may be obtained from idscarded texts, childrens magazines, or written by the teacher and students.)

24 plastic sleeves or clear contact to protect the materials

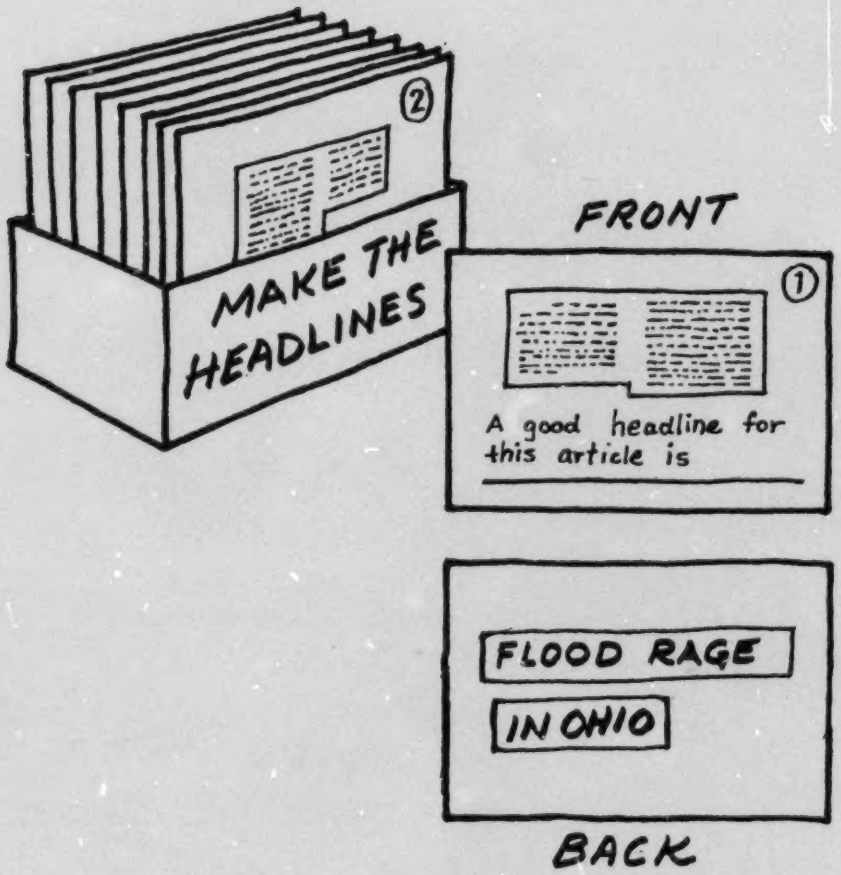
wax marking pencils

carpet squares for erasing

Procedure: The child reads the paragraphs and numbers them in correct sequence.

Evaluation: A correcting key may be provided or a key placed on the back of each card in order to make the activity self-correcting.

MAKE THE HEADLINES



Materials: 24 6" x 8" cards

newspaper articles

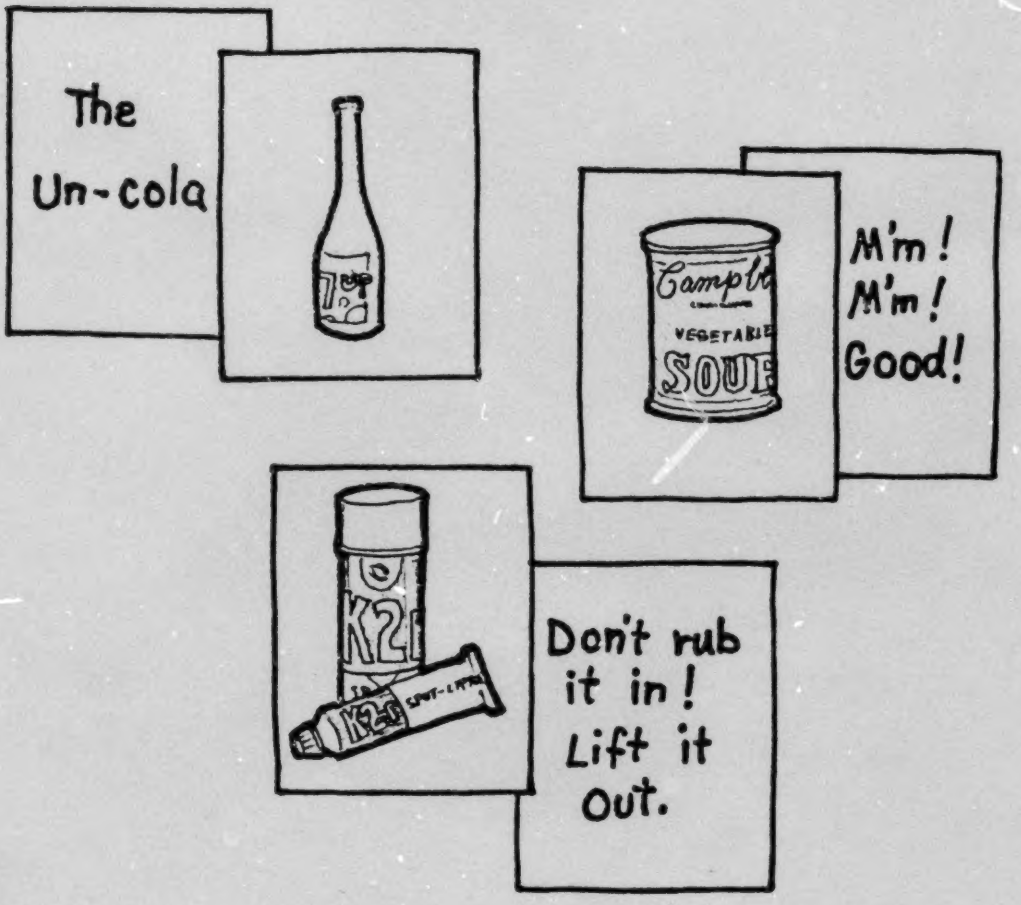
wax marking pencils

carpet squares for erasing

Procedure: The child reads the article on the card and then writes a headline for the article. The actual headline is attached to the reverse side of the card.

Evaluation: Student evaluated.

"AD CONCENTRATION"



Materials: 30–40 3" x 5" cards

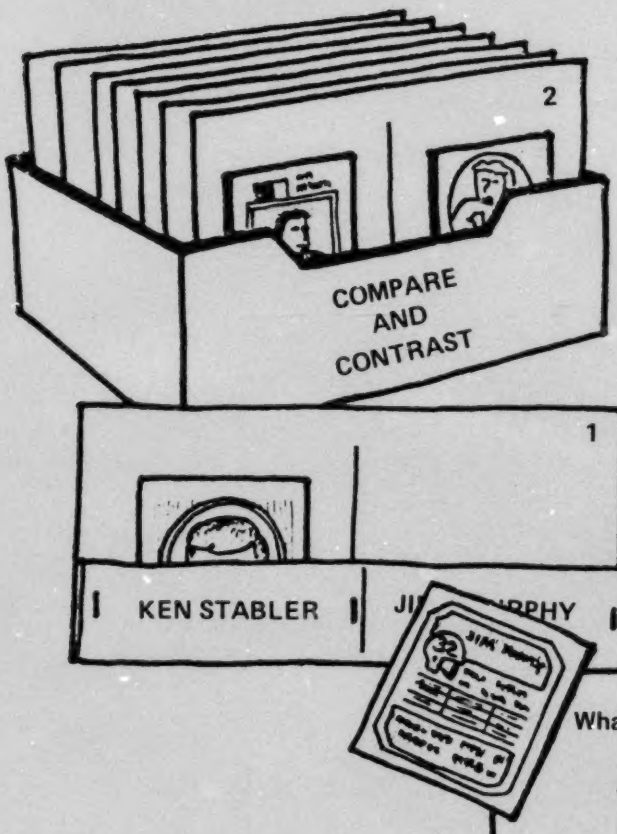
labels from products, magazine advertisements, etc.

glue

Procedure: The cards are placed face down on a table or the floor. The first player turns over any two cards; if they are a match he keeps them and continues to play until he misses. The player with the most cards at the end of the game is the winner.

Evaluation: Student evaluation or teacher observation.

PLAYER CONTRAST



Name _____ Card No. ____

What are the names of the 2 players?

A. _____

B. _____

2. What position does each man play?

A. _____

B. _____

3. Which team does each man play for?

A. _____

B. _____

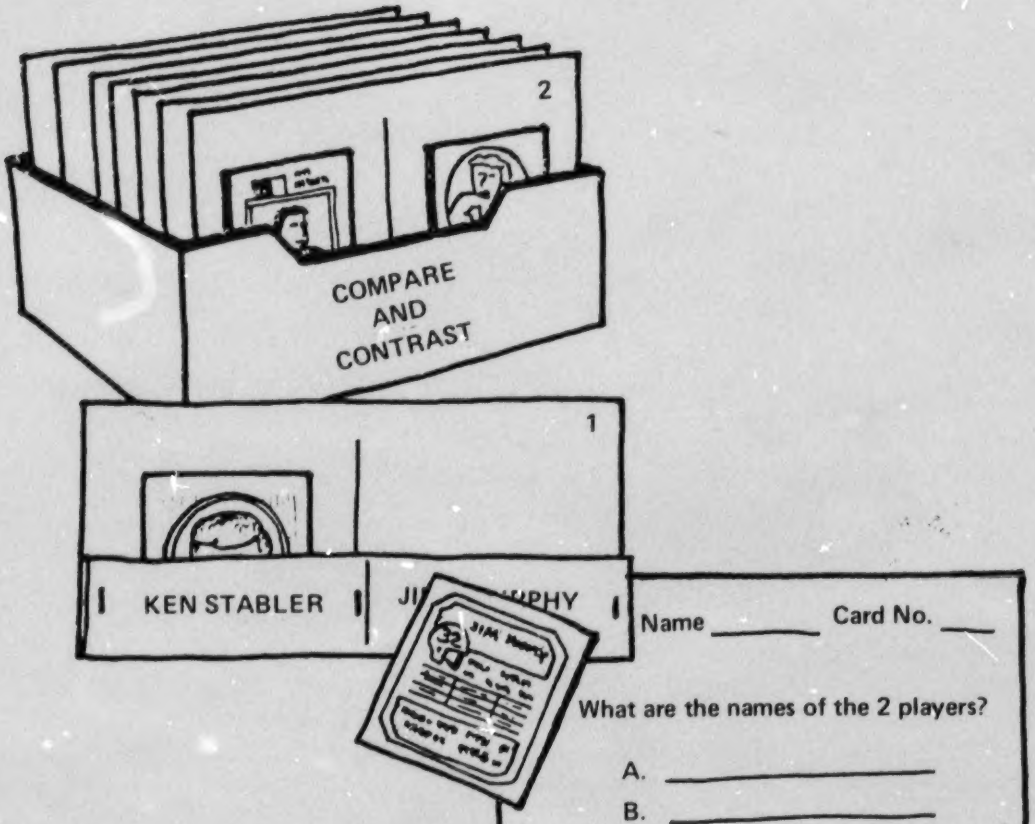
4. Which player is older?

_____

5. Which player is taller?

_____

PLAYER CONTRAST



Name _____ Card No. ___

What are the names of the 2 players?

A. _____

B. _____

2. What position does each man play?

A. _____

B. _____

3. Which team does each man play for?

A. _____

B. _____

4. Which player is older?

_____

5. Which player is taller?

_____

Materials: 24 baseball, football, or basketball cards.
(These can be purchased from variety stores, markets, or vending machines.)

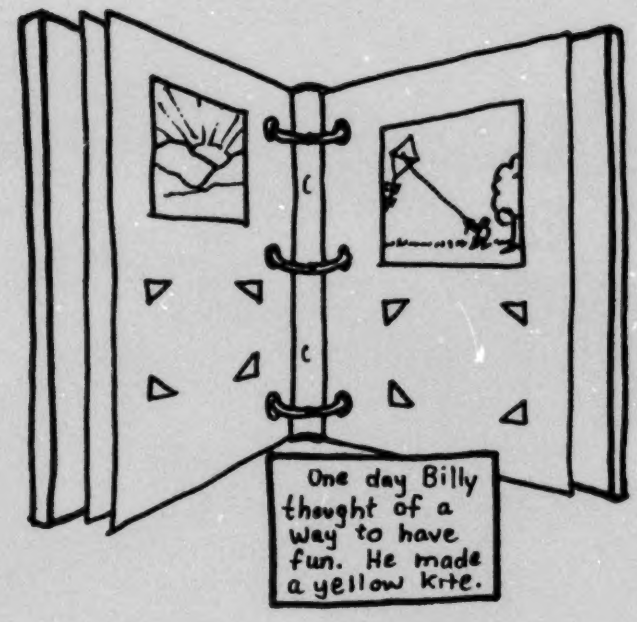
12 5" x 8" plain index cards
(These are folded and stapled 1½.. from the bottom to make a pocket in which to place the player cards.)

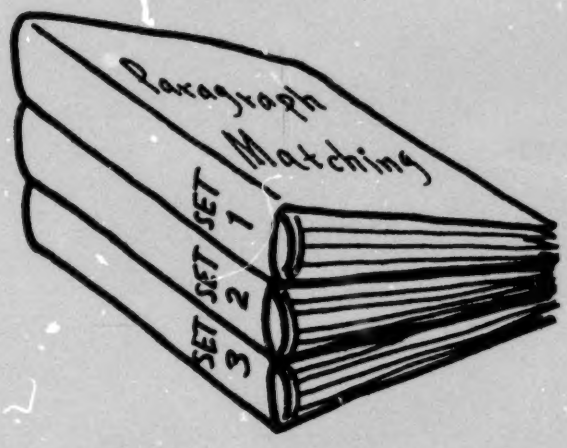
adhesive dots for coding

Procedure: The child takes a pocket from the set. He reads the questions, locates the answer on the backs of the cards, records the information on the answer sheet.

Evaluation: An answer key is provided so the activity is self correcting.

WHAT'S THE STORY





Materials: 4 ring binders or manila folders

pictures from magazines and newspapers

tagboard or construction paper for mounting pictures

3" x 5" index cards

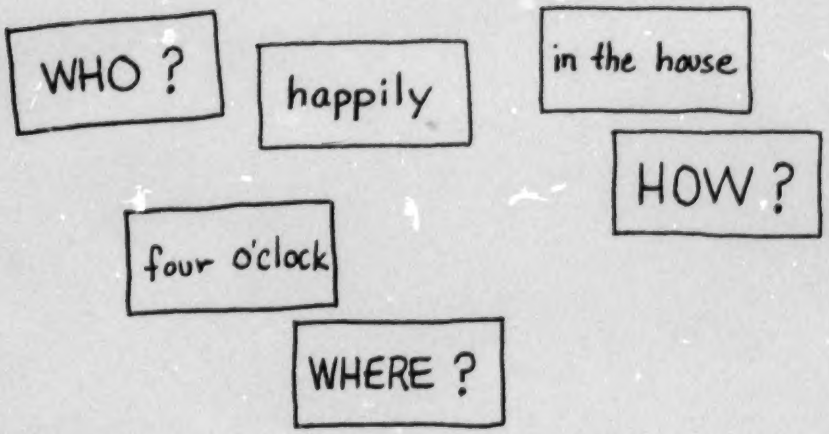
corner mounts

4 5" x 8" envelopes for holding story cards

Procedure: The child reads the paragraph on the index card, finds the picture that the paragraph tells about, and fits the card in the corner mounts under the picture.

Evaluation: The pictures and cards may be coded so that the activity is self-correcting.

QUESTION MATCH



Materials:

5 phrase cards telling WHO

5 phrase cards telling WHAT

5 phrase cards telling WHERE

5 phrase cards telling WHEN

5 phrase cards telling WHY

5 phrase cards telling HOW

60 2¼" x 3½" cards

The distribution is as follows:

5 question cards asking WHO

5 question cards asking WHAT

5 question cards asking WHERE

5 question cards asking WHEN

5 question cards asking WHY

5 question cards asking HOW

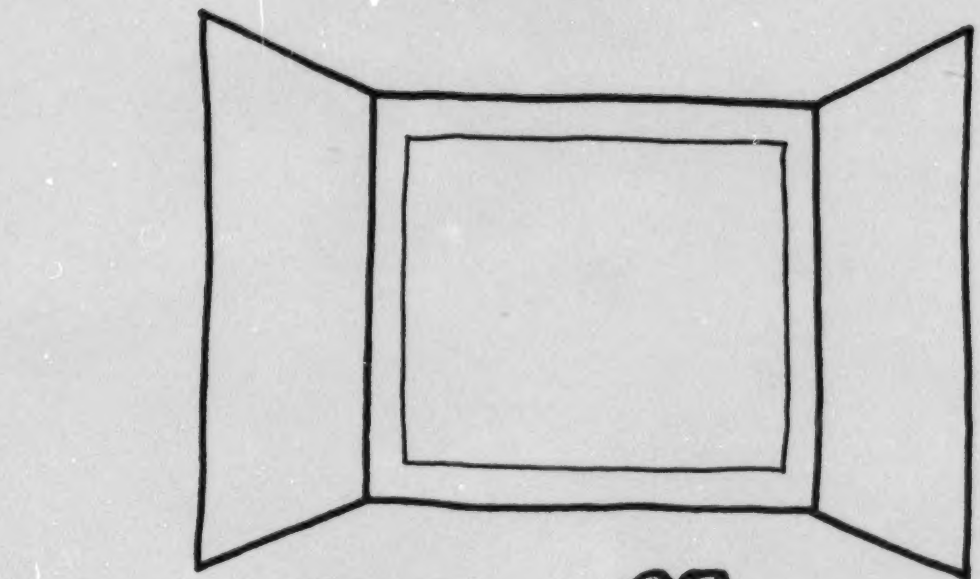
Procedure: Two to four children may participate in the game. The cards are shuffled and five are placed face up in the center of the table. The first player examines the five cards to determine whether or not there is a match—a match being a phrase card that answers a question card. If there are matches, the child identifies them and picks them up, laying down other cards to fill their places. He then turns up a card from the top of the deck and determines if he can make a match. He may continue to turn up cards until he cannot make a match, in which case he places the card face up with the others. There must be five cards turned up as each player begins his turn. The player having the most cards at the end of the game is the winner.

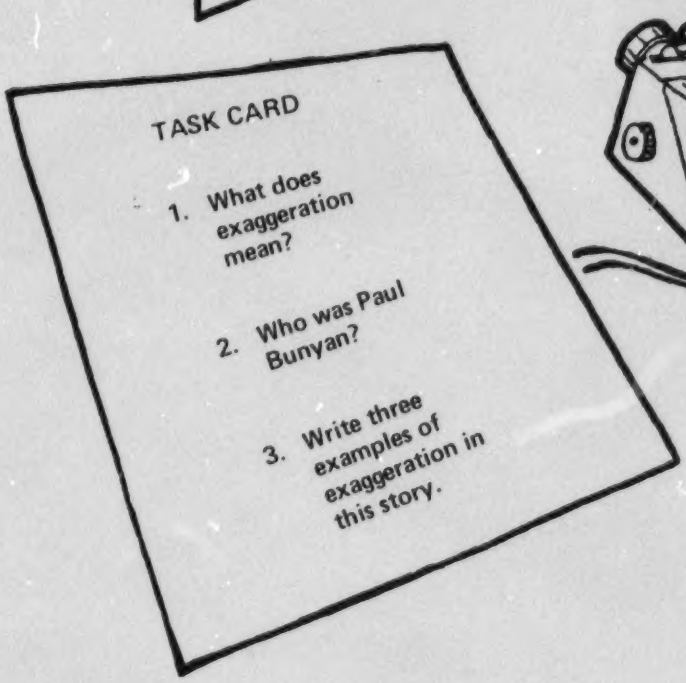
Evaluation: Teacher observation or participation.

TALL TALE CENTER

Purpose of Center: To provide children with the opportunity to read and enjoy tall tale stories.

VIEWING STATION





Materials:

1 piece of cardboard 18" x 22"

2 pieces of cardboard 11" x 22"

1 piece of tagboard for back cover 18" x 22"

4 pieces of tagboard 11" x 18" for sieds

1 piece of white tagboard 18" x 22" for viewing screen

Mystik tape 1½" wide for hinges

Contact paper (do not put on screen)

Filmstrip projector

Filmstrip

Pencils

Paper

Task Cards (optional)

Procedure: Children will view filmstrip. Questions may be written on task cards or they may be asked orally.

Evaluation: Answer sheet or teacher observation.

CREATIVE WRITING STATION

Materials:

3 manila folders for story wheels

3 shape books

Pencils

Writing paper

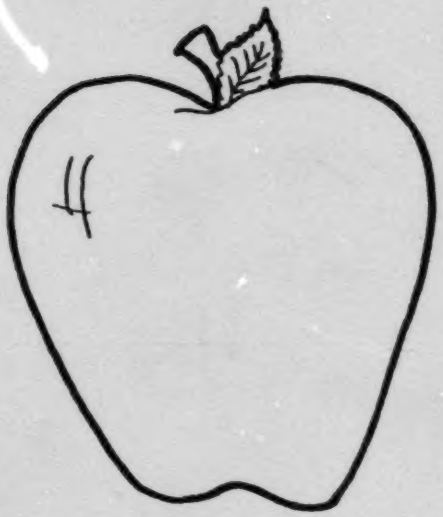
Construction paper

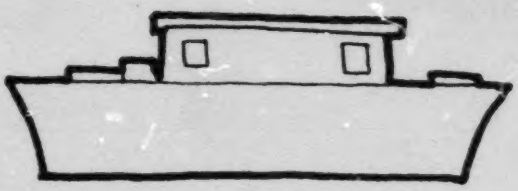
Scissors

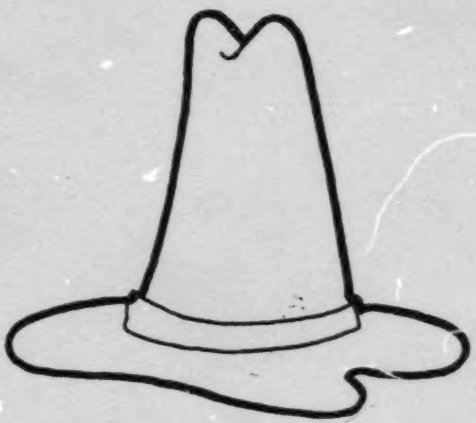
(See Fairy Tale Center)

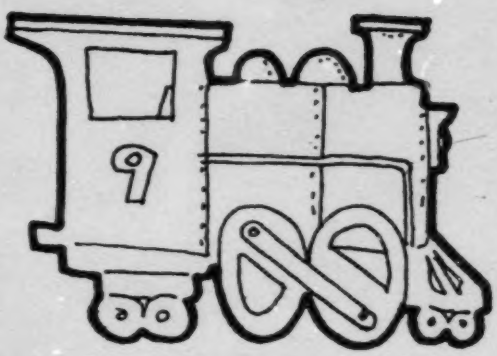
Procedure: Child will choose one creative writing activity. If the child choses to do a shape book, he must trace the pattern on his writing paper. After the story has been completed the child can make a shape folder for his story.

Evaluation: Teacher corrected.

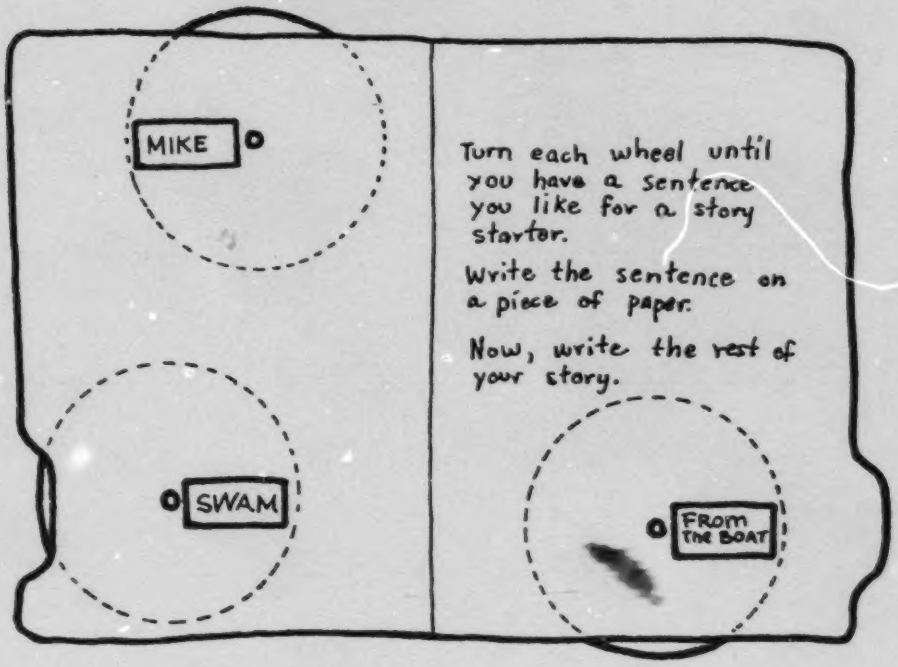








STORY STARTER WHEELS


MIKE
SWAM
FROM THE BOAT
Turn each wheel until you have a sentence you like for a story starter.
Write the sentence on a piece of paper.
Now, write the rest of your story.

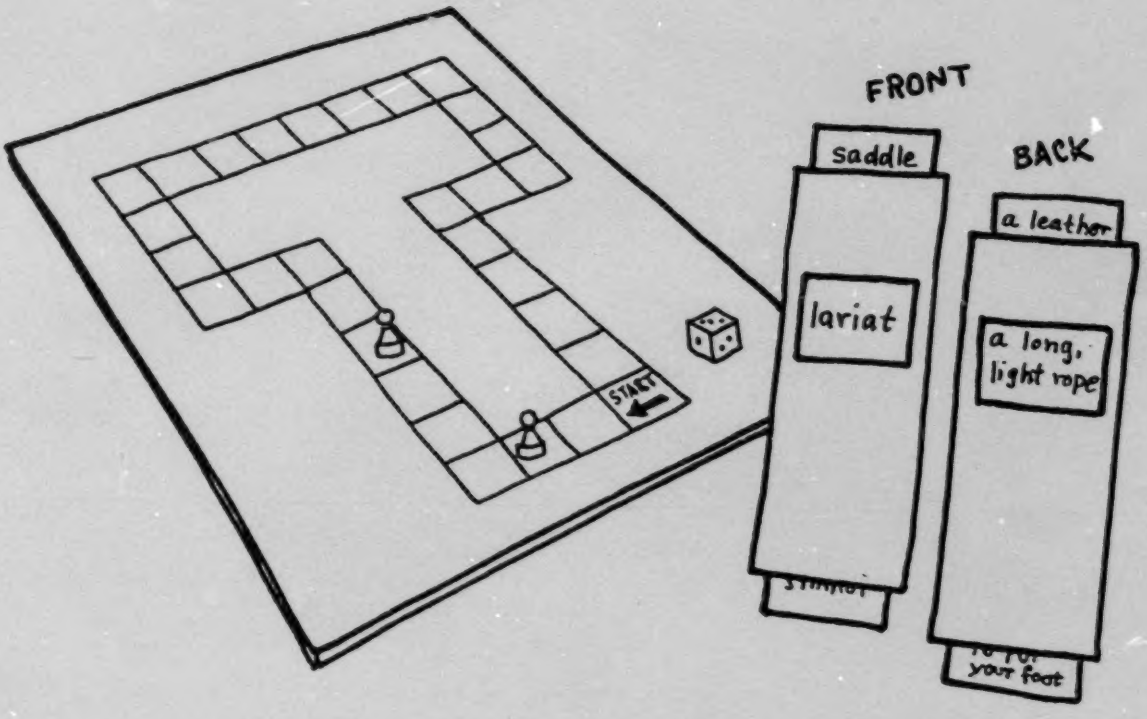
Story Starter Wheels

Makes three 5" circles. Make three windows 2" by 3/4" (see drawing for placement of windows).

Use one inch brads to mount circles to manila folder.

On top wheel put noun phrases. On middle wheel put verb phrases and on last wheel put prepositional phrases and/or objects.

GAME STATION



Materials: One game board

Vocabulary cards

Markers

Dice

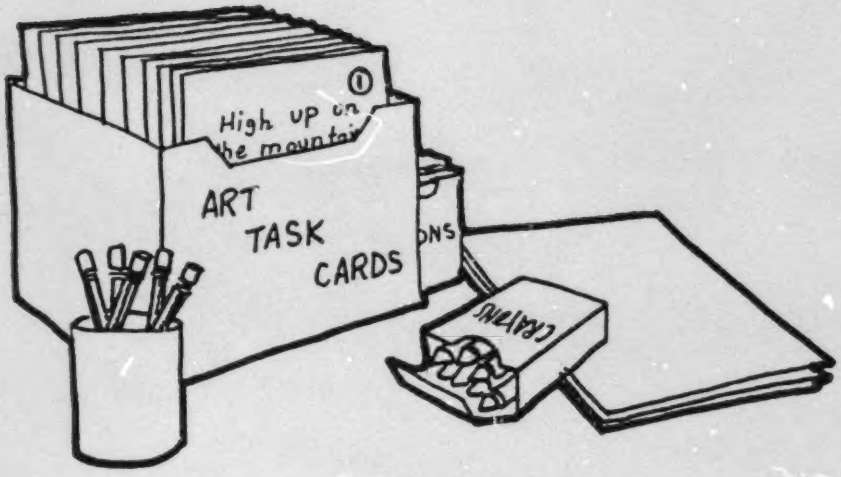
3 pocket windows

Word strips

Procedure: Children will roll the dice to see who starts the game. The child looks at the first word in his window and must pronounce it correctly and give a definition. The definition will be written on the back window. If he is correct, he will roll the dice and move the corresponding number of spaces. If the child is incorrect, he loses his turn. The child who reaches the finish line wins the game.

Evaluation: Teacher observation or participation.

ART STATION



Materials: Pencils

Crayons

Construction paper 12" x 18"

Task Cards

Procedure: Child will take one art task card from the box. On the task card will be written a descriptive scene from one of the tall tale stories. The child will illustrate the scene he has chosen.

Evaluation: Teacher observation.

FREE READING STATION

READING CENTER

Materials:

Books

Table

Rug (if possible)

Couch or chair (if possible)

Pillows (if possible)

Procedure: Child will pick a book from the shelf to read.

Evaluation: Need not be evaluated.

VOCABULARY

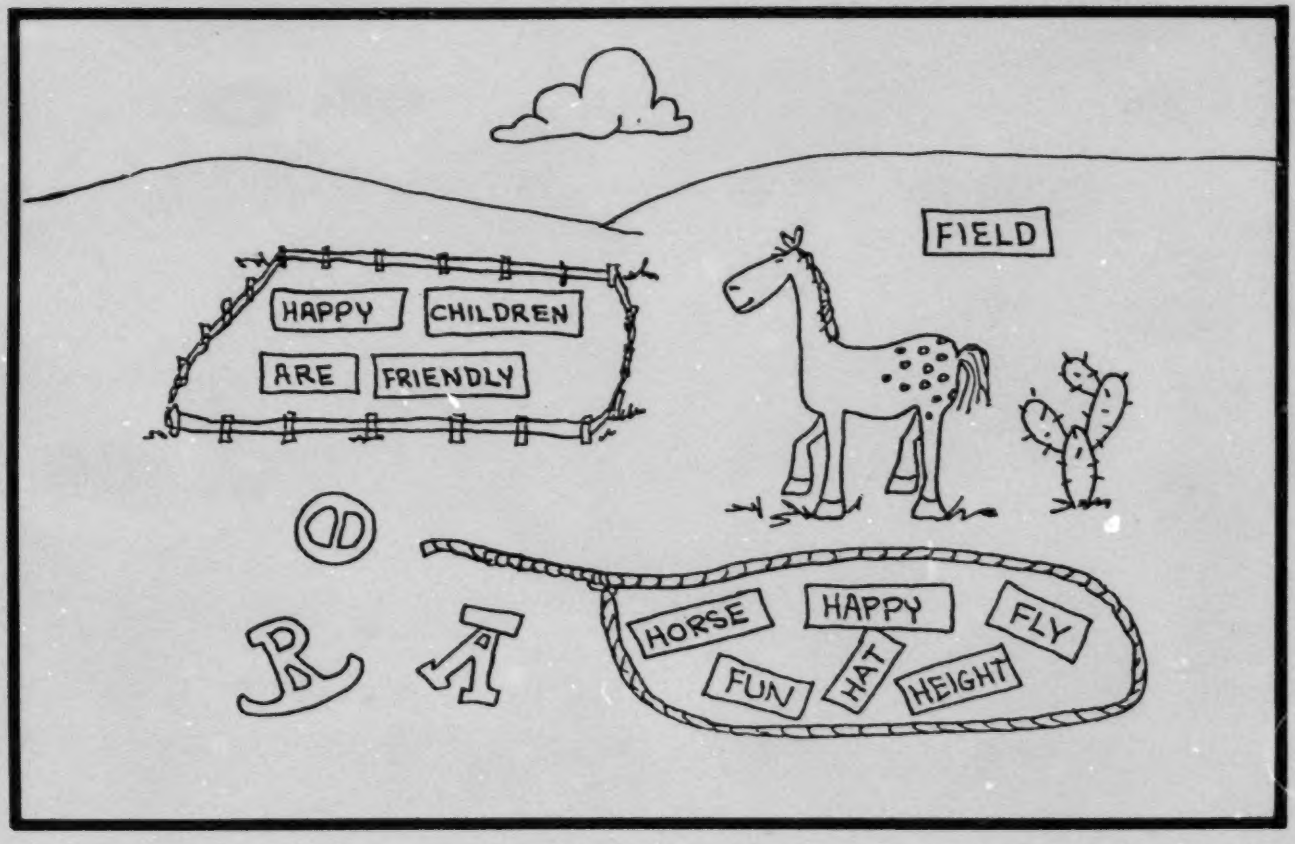
The Old West

Objective: To reinforce vocabulary words and use them in correct sentence structure.

Materials: Large table covered with oil cloth. Using Magic Markers, paint Western scenery, cowboy and corral on oil cloth. Lasso (thin rope), brands made from rubber erasers or potato blocks, class list or chart, word cards, auxiliary word cards for "field", rubber stamp pad.

Procedures: Teacher spreads a number of more difficult word cards on table. Also on table, place a stack of former vocabulary words and auxiliary words to use in sentence structure. These words are termed "field". Pupil "ropes" words he can read by placing a rope around them. If pupil is able to make a sentence with these words with help from auxiliary "field", he does so in fenced section "corral". Each correct sentence enables pupil to place his "brand" after his name on class chart. If he fails to read words correctly another pupil takes his turn.

Variations: Teacher may use this table game for spelling and also as a Learning Center for Language Arts. Four or five pupils may work together to see who gets the most "Brands". Correlate with art. Design original "Brands" using pupil's initials.



Change Over

Objective: To develop recognition of word parts using phonetic and visual elements.

Materials: Set of 3" x 5" cards with words on them (Example: dish, fish, wish; dig, fig, pig, wig, big; sip, dip; dill, fill, pill, sill, will, bill; fin, pin, sin, win, bin; fit, put, sit, bit), and five cards which read "Change over."

Procedures: After shuffling cards, dealer passes five cards to each player. Remainder of deck is placed face down and top card is turned over and placed next to the deck. First player must match beginning or ending word parts. If player cannot match, he may play a "Change over" card. This card becomes a word of the player's choice. If player cannot play from his hand, he must draw from the deck until he can. player says each word he plays. The first player who goes out is the winner.

Variations: A set of cards can be made for each of the long and short vowel sounds.

Build-A-Word

Build - A - Word

Objective: Consonants in the initial position.

Materials: Milk cartons or berry baskets, yarn or tape to fasten cartons together, 40 or 50 small cards.

Procedure: Decorate and fasten containers together. Print several cards for each consonant of the alphabet. Print a word family on the side of containers.

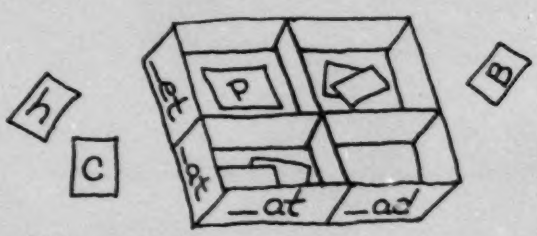
Key for possible word families

___at	___et	___ot	___ug	___it
___ad	___ed	___od	___un	___in
___an	___en	___op		

Directions: Tell children to look at the side of the boxes and find letters that will go with the side to make words. If two children are working, tell them to read their words to each other.

Variations: Ending consonants.

Figure No. 76



PHONETIC ANALYSIS

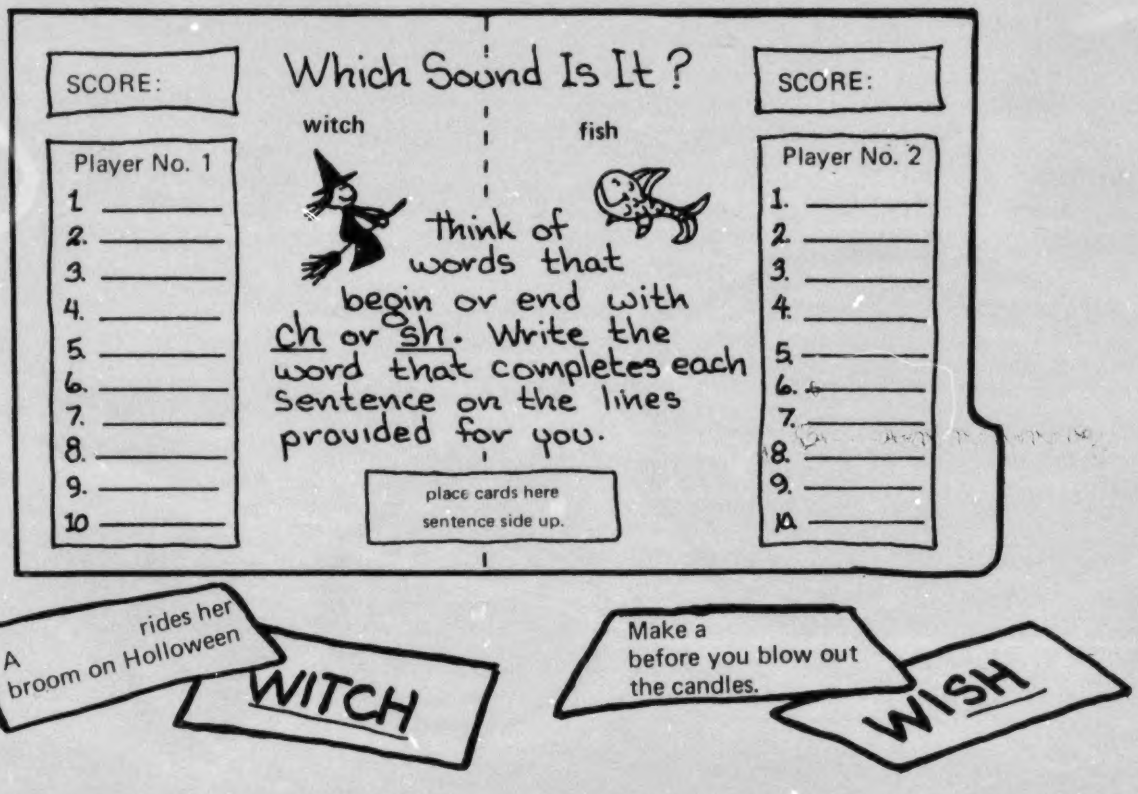
Which Sound Is It?

Objective: Review ch, sh digraphs.

Materials: Manila folder, felt pens, 15 to 20 small cards 2" x 3", acetate, contact paper (clear).

Procedure: Design game board as below. Each player's writing space is covered by stapling acetate over the lines. The child may then write his response with water base felt pen directly on the acetate. Print sentences on the small cards leaving a space for a word with an *sh* or *ch* sound. See cards below. Then print the correct word on the back of the card for self-check.

Directions: 2 children may play. Small cards are mixed and placed on indicated space on game board, sentence side up. In turn each player takes his card and gives the word to complete the sentence. Player then writes it on a space on his side of the game. When all cards have been taken and words written, the cards are turned over and the spelling checked. Points are given for correct answers. Child with most points wins.



PHONETIC ANALYSIS

"EA" Hang-Up

Objective: Recognition of digraph sound "ea".

Materials: Small covered box to hold cards, thirty small cards shaped like telephone receivers, tape, two pieces of tagboard 10" x 14", three paper brads.

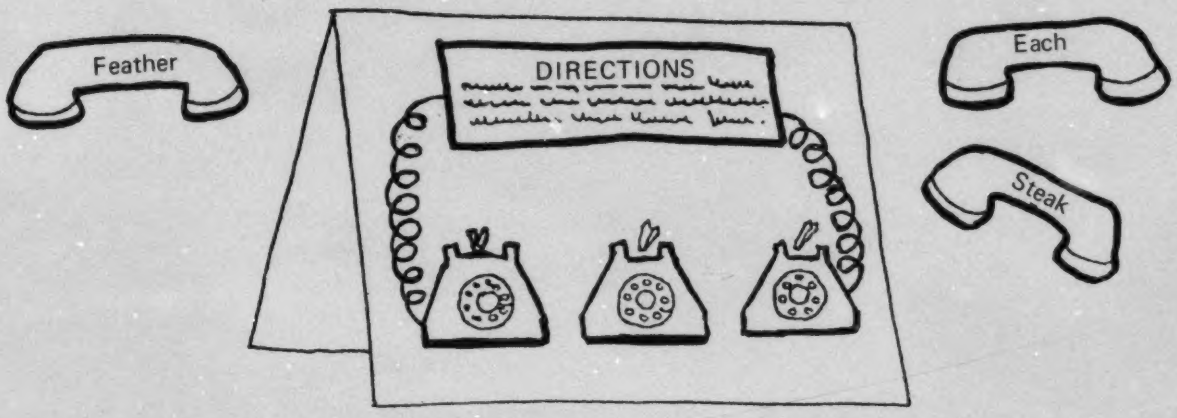
Procedure: Hinge the two large pieces of tagboard so they will stand. (See below.) Print the following rule on the gameboard approximately 1" below hinged edge:

> The vowel digraph *ea* has three sounds; long e, short e and long a. If the word is unfamiliar to you, try each of the three sounds. If you still cannot tell what the word is, you may need to use the dictionary. *Place the receiver on the telephone with the right sound.*

One-half inch below this draw three telephones equally spaced across the tagboard with an example word and the *e* marked with a diacritical mark. Insert a paper brad from the back of each telephone so that the two points may be used as a hook. Print *ea* words on the 30 small cards. Punch a hole on the top edge in the middle so that the card can be hung on the hook. Mark the back of the card with the correct sound of *e* for self check.

Directions: 1 or 2 may work with cards. The child looks at the word and digraph and pronounces it. He then hangs the card on the hook of the telephone that shows the correct sound. When all the cards have been placed, the child removes the cards, one hook at a time and checks the back to see if he has placed the cards on the correct hook.

Variations: Three sounds of suffix *ed*, long and short vowels.



PHONETIC ANALYSIS

Phun

Objective: Sound of (ph) (intermediate).

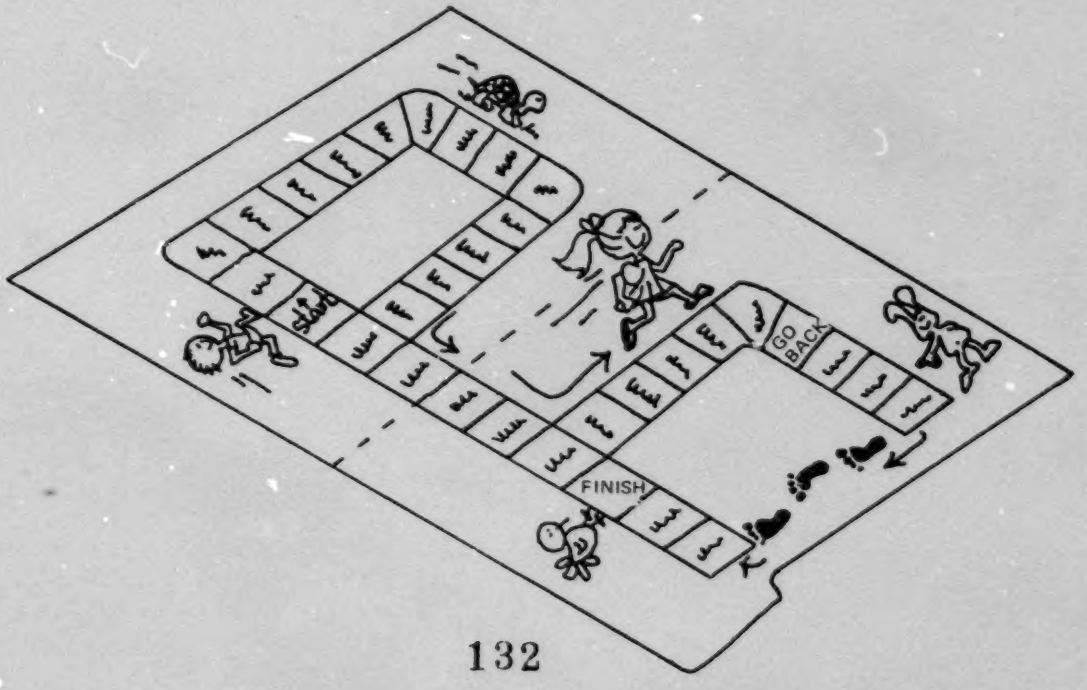
Materials: Manila file folder, colored felt pens, contact paper if desired, marker to move over game path, one die.

Procedure: Draw game path in shape of a large *ph* (see illustration). Brighten with drawings. Divide path into small squares and write a word from the list below or give "go back" instructions. Print directions in free space.

prophet
pharmacy
emphasis
photo
alphabet
physician
Philadelphia
phonics
autograph
physics
phrase
nephew
alphabet
Stephen
phone
telephone
typhoid
graph
prophecy
geography
philosophy
catastrophe
phonograph
elephant
pheasant

Directions: Two – three players. Each player in turn rolls die and moves indicated number of spaces. He pronounces word. If correct, he remainsin that space. If in error, he must return to his last space. First to cross the finish line is the winner.

Variations: Digraphs, dipthongs.



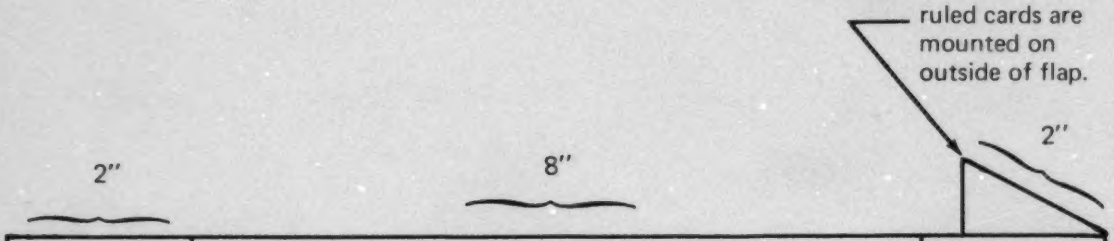
Why A Dash?

Objective: Syllable check.

Materials: 7" x 14" manila tagboard, colored marker, acetate or clear contact paper.

Procedures: Rule 7" x 14" manila tagboard vertically into columns 2", 8", 2", 2" wide and make lines 3/4" apart horizontally so that the board resembles the illustration below. The last 2" column will fold forward over the third column which is 2" like the last column. Print the words on the board in the first column and leave the next one blank. Cover this 8" section with a sheet of acetate or contact paper as the children will write here. Print the answers and correct rule number in the third column and then fold the last one forward to cover the answers. Print rules on separate small cards and attach to board on cover side of answer key. Rule No. 1-A compound word is divided between the words that make the compound word. Rule No. 2 - When a word has a suffix, it is divided between the root and the suffix. Rule No.3 - When a word has a prefix, it is divided between the prefix and the root word.

Directions: Study rules. Look at the words and divide them into syllables on the acetate sheet. What rule did you use? Place rule number by the word. When you finish, check by lifting side flap.



outside		1. out-side
walking		2. walk-ing
cupcake		1. cup-cake
improve		3. im-prove
parted		2. part-ed
hiking		2. hik-ing
sidewalk		1. side-walk
seatbelt		1. seat-belt

2"

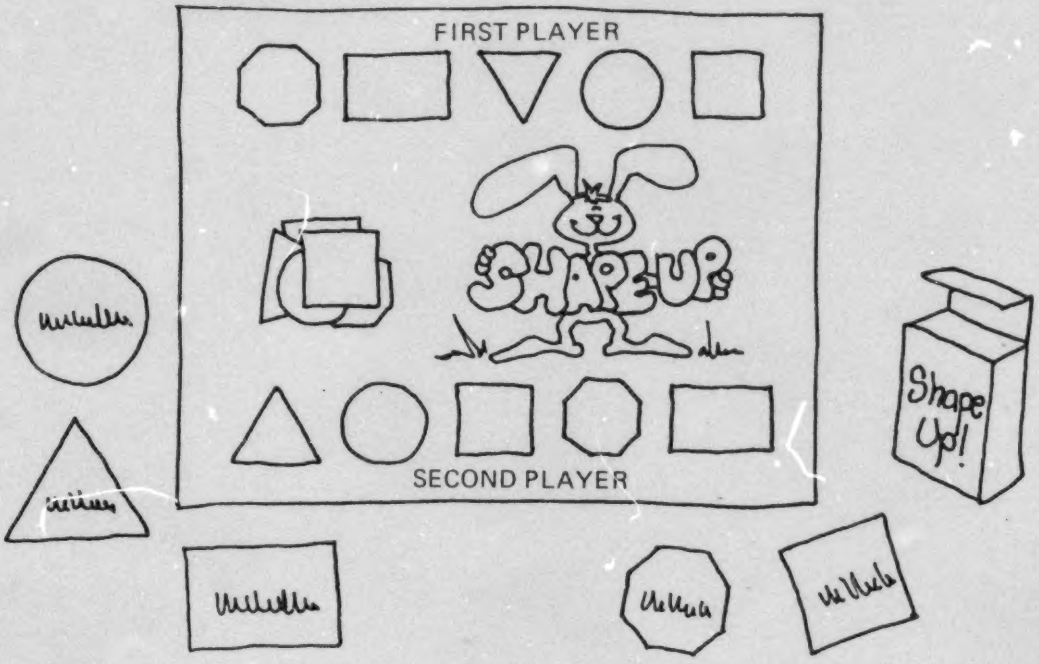
Syllabication Shape-Up

Objective: Syllabication

Materials: Small covered box, tagboard 10" x 14", 25-30 small cards cut into shapes of hexagon, triangle, square, rectangle, and circle, colored felt pens.

Procedure: On top and bottom of 14" sides make the figures of hexagon, triangle, square, rectangle, and circle; cut several sets of cards the same size as the figures drawn on the board. On one side of the cards print a word. On the opposite side print the same word but have it divided into syllables and show the numeral for the number of syllables.

Directions: 2 players. Mix cards up and place them on the board. Be sure the side with the numeral is down. Each child takes a turn to draw a card. He must be able to say the word and tell the number of syllables it has. He checks by turning the card over. If he is right, he puts the card on the board over the correct shape. If he has already covered the shape, he sets the card aside. If he misses he returns shape to bottom of pile. The first child to cover all figures on his side of board wins.



STRUCTURAL ANALYSIS

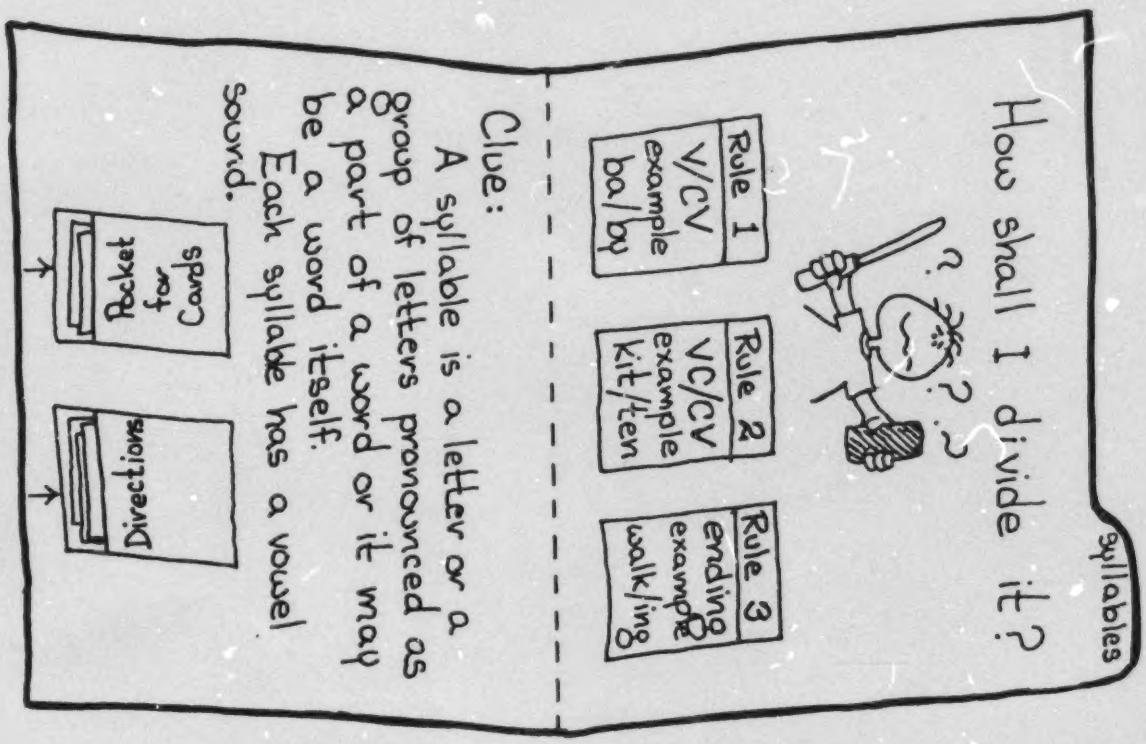
How Shall I Divide It?

Objective: Syllabication

Materials: Manila folder, 5 library envelopes, direction card, felt pen, 20-30 small cards 1" x 3", glue.

Procedure: Print words on the small cards that follow the VCV rule, the VCCV rule and the suffix rule for syllabication. Circle one of the syllables and print the rule number on the back of the card. Prepare the folder similar to the example below. Print the rules on the library envelopes and glue them evenly spaced on the right hand side of the folder. On the left hand side of the folder glue the envelopes for holding the cards and the directions. Print the directions below on the direction card.

Directions: "Read each word and study the circled syllable. Decide which rule was used to divide the word and place the word card in the corresponding rule envelope. When all the cards have been placed in an envelope, remove the cards and check to see if the number on the back of each card corresponds to the number on the envelope."



NOTE: Opening for pockets should face edge of folder so cards will not fall out when game is folded for storage.

Connections

Objective: Suffixes

Materials: Colored felt pens, covered box or large envelope, tagboard strips 2½" x 6" colored or designed, tagboard strips 2" x 3".

Procedures: Print the following suffixes on the larger tagboard strips, one per card; use second half of card.

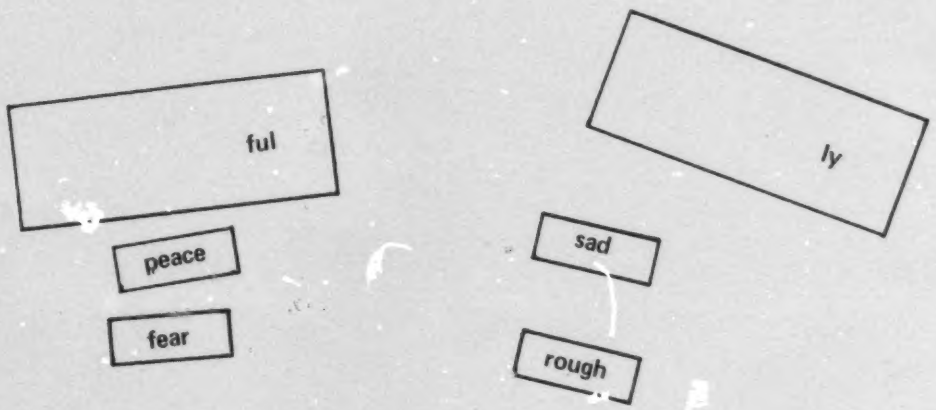
able	ment
dom	ly
less	est
ness	ful
er	

Then print the following root words on the smaller cards, one per card:

peace	frank	love
free	slow	care
rough	smart	live
strong	agree	sad
fear	wise	warm
rest	dull	enjoy

Color code the backs by placing the same color or colors on the root word card and the suffix card or cards that go together.

Directions: Place suffix cards in a row. Stack the root word cards in a pile. Each child, in turn, draws a card from the root words and matches it with a suffix. He then pronounces the word. He turns both cards over to see that they have the same color on the back. If he has formed a correct word, he keeps the root card and scores a point. The child who forms the most words correctly wins the game.



STRUCTURAL ANALYSIS

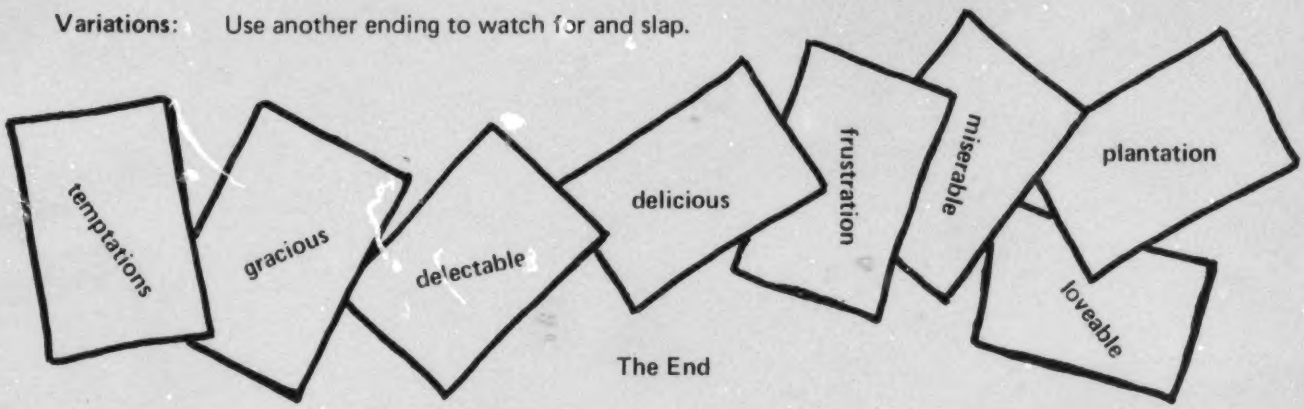
Slap-tion

Objective: To increase proficiency in recognizing suffixes.

Materials: A "deck" of cards containing words with -able, -cious, etc., endings (one word per card).

Procedure: Three or more children may play depending on the children and the space available. To decide who will deal the first time pick as many cards as there are players making sure there is only one "-tion" word. Shuffle these cards and lay them face down. Everyone picks up one. The one who picks up the "-tion" word deals. After the first game, the loser deals. The game is played like Slap Jack. Dealer, who may or may not slap a card, turns over one card at a time and the players try to be the first one to slap a "-tion" word. If a player slaps the wrong card he or she must give each of the other players a card. The student with the most cards wins.

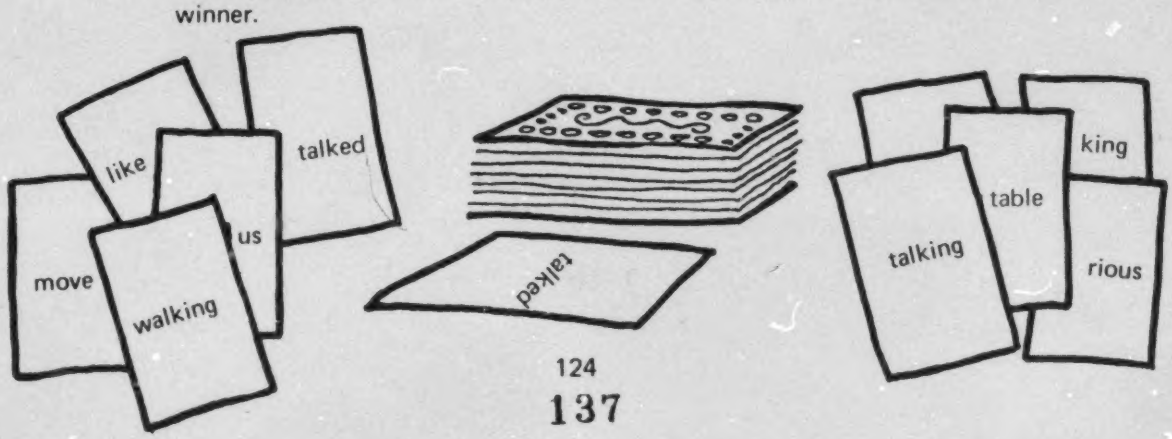
Variations: Use another ending to watch for and slap.



Objective: To practice suffix recognition and vocabulary words.

Materials: A pile of cards stressing words with suffixes. (One word with its pronounciation per card.)

Procedure: Two to six players. One player passes out five cards to each player and then places one card face up next to the deck, which is face down. The person to the right of the dealer begins by trying to match the ending of the card next to the deck with one in his or her hand then must say the words. The player gets the card if he can match the ending and say the words. If the player can't he or she passes and the next player tries. The first player to go out is the winner.



COMPREHENSION

Book Worm

Objective: To help the student make a concise account of a story he has read and to help the student clarify some of the main points of the story.

Materials: Paper, pencil, sissors, color crayons.

Procedures: Prepare Task Cards similar to those described below.

Directions: Use one of the following methods to report on the book you have read:

a. The Six Point Account
   1) Rename the story in one word, e.g., Howl
   2) Tell about it in two words, e. g., Funny, Happy
   3) Name three people in the story, e. g., Charlie Brown, Lucy, Snoopy
   4) Tell where most of the story took place in four words, e.g., back-yard, house, country and school
   5) Check whom else you would like to have read this story: My best friend; Someone I didn't like; My Mother, My Grandmother; My favorite uncle
   6) You may illustrate a favorite part of the story

b. Who When Where Method
   1) Fold paper in half the long way
   2) Fold paper in thirds and cut to almost the center fold
   3) Mark the sections, Who, When and Where
   4) Open paper up and write on the bottom part and draw a picture illustrating that part above it

c. The WWWWWH Method
   1) Who e.g., Charlie Brown, Snoopy, Linus and Lucy
   2) What e.g., A funny story in comic form
   3) When e.g., Now
   4) Where e.g., My town
   5) Why e.g., The author wants to show us how silly we are sometimes
   6) How e.g., By using short phrases and funny pictures

The reports should tell the *title* of the story, the *author, when* it was read and *where* it was found.

Peanuts Every Sunday, By Charles Schultz. I read it February 10, 1973, and I bought it at a rummage sale.

Newsman

Objective: Who? What? Where? When? Why? How?

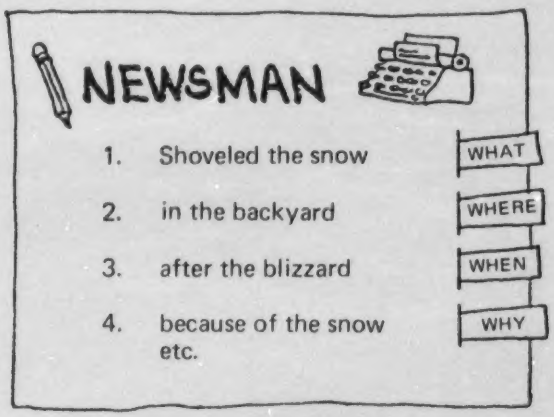
Materials: Tagboard, small box or library pocket for cards, small tagboard cards.

Procedure: On front side of card, print or type the following phrases:

1. 30 boys
2. because the bicycle was broken
3. after the girl was gone
4. close to the lake
5. when the bell rings
6. on the red paper
7. because of the rain
8. as the rain fell on the roof
9. with a saw
10. on the bottom of the stack
11. in the backyard
12. made a long time ago
13. pull with all your might
14. quick to obey commands
15. he will come tomorrow
16. guide their masters safely
17. at the bottom of the slope
18. next, brush your teeth
19. long before books were printed
20. finally the evening arrived
21. shoveled the snow
22. after the blizzard
23. by scraping and tugging

Make several cards with the words *who, what, when, where, why, and how.* Leave space in between phrases. Cut a slot at the end of each phrase so the small cards can be inserted. Turn the board over and put the correct answers on the back as a check for the child.

Directions: Reach each phrase carefully. Then put a small card in the slot at the end of the phrase, a card that best tells about the phrase. Check your answers on the back.



COMPREHENSION

Newspaper Activities

Objective: To read for information.

Materials: Newspaper clippings, activity cards, tag (on which to mount clippings).

Procedure: This activity is based on clippings taken from various parts of the newspaper: news stories, captioned photographs, advertisements. Prepare Task Cards with activities similar to the following:

Merchandise Ads

Directions: If the information is not available in the ad, please write "No Information",

1. Article advertised:
2. Price of item:
3. Sizes:
4. Colors available:
5. Name of the store where items can be purchased:
6. Address or location of store:
7. Store hours:
8. List of store locations:

Classified Ads: Employment

Directions: Find four interesting jobs and give the following information for each job:

1. Job title:
2. Description of job:
3. Experience needed:
4. Salary:

Classified Ads: Automobiles

1. I would like to buy a Ford, about a '68, '69, or '70. See if you can find me 2 or 3 good deals. List year, equipment, price and seller.
2. Can you find a Jeep for sale for a friend of mine? Please include all the information for my friend.
3. Find three ads for foreign cars. Give the make of car, price, and phone number.

The Four W's

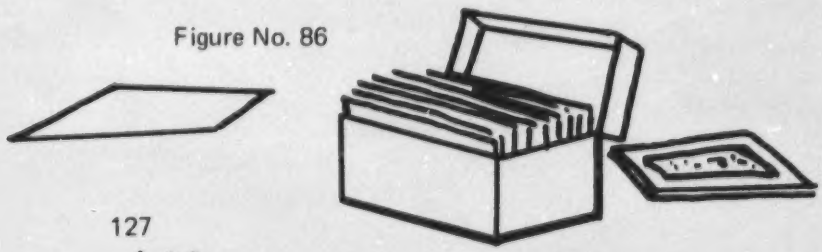
Directions: Choose a newspaper article or photograph from the file. Read the story and answer these questions:

1. WHAT was the story about? (main idea)
2. WHO were the people or things involved in the story?
3. WHERE did the story take place?
4. WHEN did the story happen?

Title of the newspaper story:

Directions: The student selects an activity card and appropriate clippings from the file box. He searches for the information specified on the activity card and records his answers on paper. When work is completed, student checks his answers with answers on backside of tag.

Figure No. 86



COMPREHENSION

Newspaper Detective

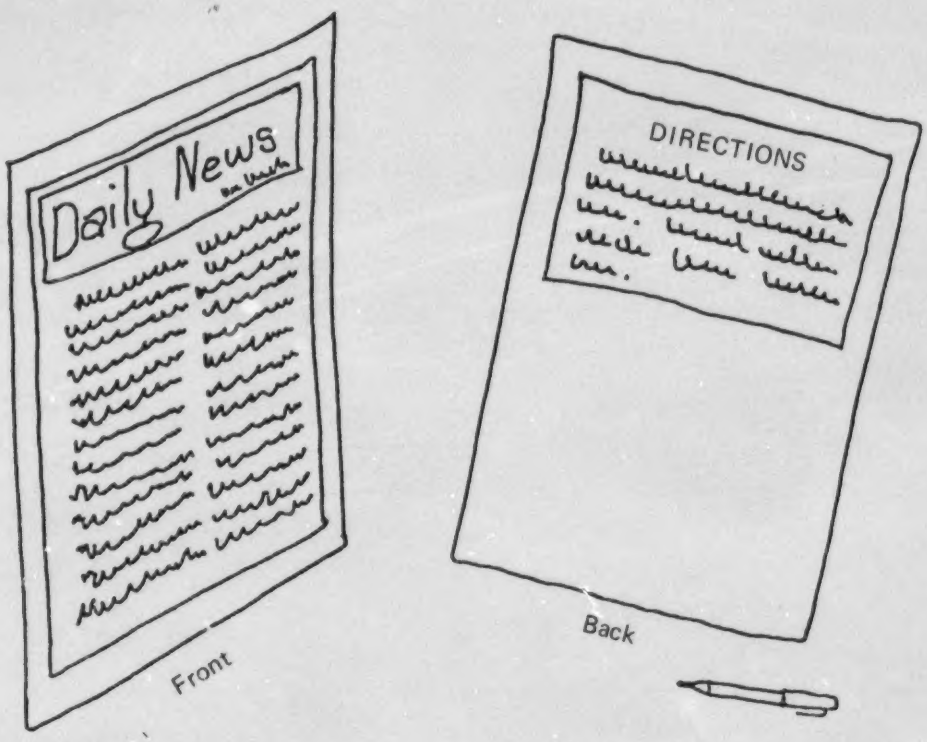
Objective: To teach comprehension of newspaper articles.

Group Size: Individual or small groups.

Materials: Articles cut from newspapers, paper for mounting, acetate, crayons, felt pens of various colors.

Procedure: Mount on paper the first two or three paragraphs of a newspaper article. Cover with acetate so that the student may mark on them with water base felt pens. The child is directed to first read the material and then read and follow directions written on the back of the sheet.

Directions: The directions may say:
Circle the words that tell *who* the story is about. Underline in red the words that tell where the story happened. Underline in blue the words that tell *what* happened. Underline in green the words that tell *when* the story happened.



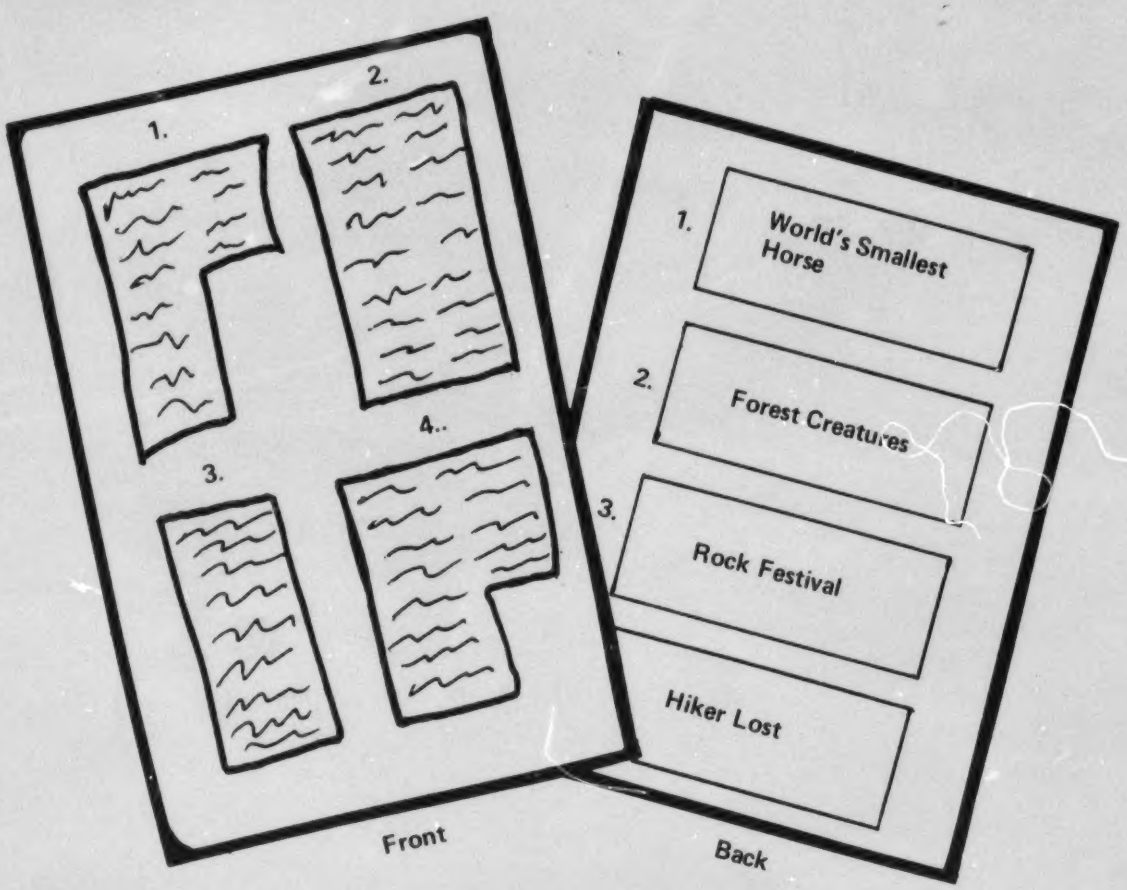
COMPREHENSION

Headlines

Objective: Main ideas.

Materials: A sheet of paper with five or six newspaper articles on it with the headlines removed.

Directions: Each student writes his own headlines and checks them against the real ones listed on the back of the sheet.



Another Way To Say . . .

Objective: Antecedent to pronouns, Cloze method.

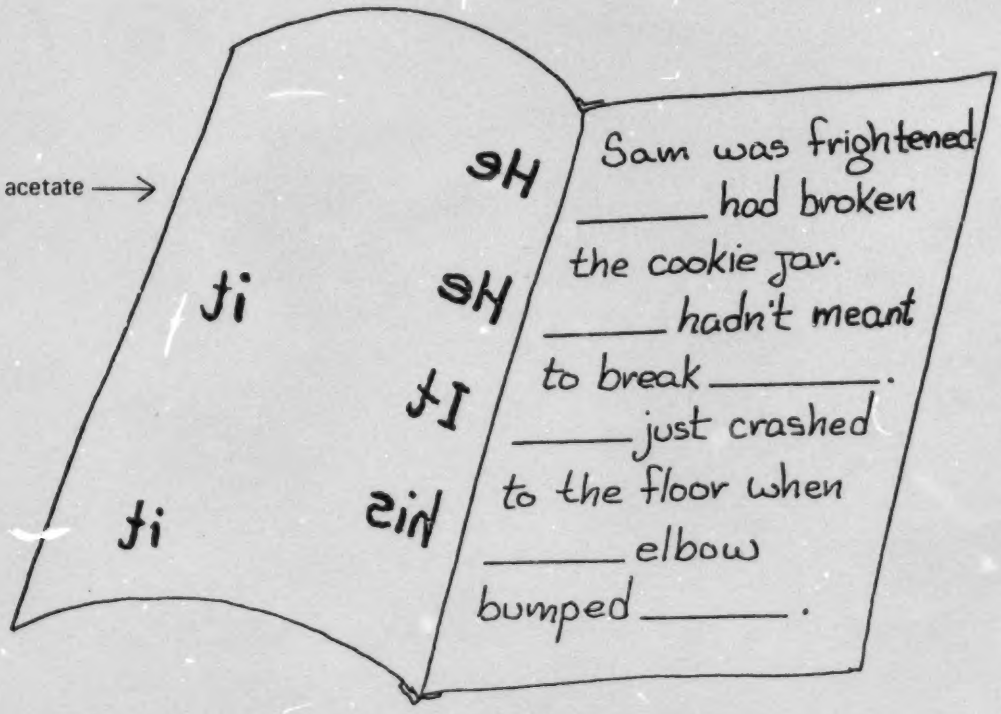
Materials: Clear contact paper, acetate sheet, felt pen, tagboard 9" x 12", story taken from any area and containing many pronouns as the one below.

> Sam was frightened. _____ had broken the cokkie jar. _____ hadn't meant to break _____ . _____ just crashed to the floor when _____ elbow bumped _____ .
>
> The new puppies squealed for _____ mother. _____ raced back to the box to see what was wrong with _____ . but _____ snuggled up to _____ side and were quiet.

Procedure: Put paragraph on cardboard and cover with clear contact paper so child can write on it with water base felt pen. On left-hand side close to the edge attach the acetate so it covers the paragraph. With permanent ink felt pen write correct pronoun for the space. Fold this to the back of the cardboard and clip.

Directions: Read the paragraph carefully and then fill in the blanks with a pronoun. When you have finished, release the acetate and fold it to the front and check your work.

Variations: Missing verbs, missing vocabulary, etc.



COMPREHENSION

Detective

Objective: Relate pronouns to antecedents.

Materials: Story using pronouns with eight pronouns underlined, 1 cardboard 9" x 12", contact paper (clear), 1 black waterbase felt pen.

Procedure: Mount story and questions which refer to it on cardboard. Cover with contact paper.

Directions: Read the story. Match the numbers in the story with the numbers in questions below. Write the name of the person, place, or thing that the pronoun refers to on the line using the waterbase felt pen. Check your answers with the card on the back.

Juan saw the cookie jar on the counter. *He* (1) wanted a cookie. Mother said, "Will *you* (2) eat *your* (3) dinner if *I* (4) let *you* (5) have one?"

1. *He* refers to _____ (Juan) _____.
2. you refers to _____.
3. your refers to _____.
4. I refers to _____.
5. you refers to _____.

COMPREHENSION

Is It Fiction, Fact, or Opinion?

Objective: Identification of fiction, fact or opinion statements.

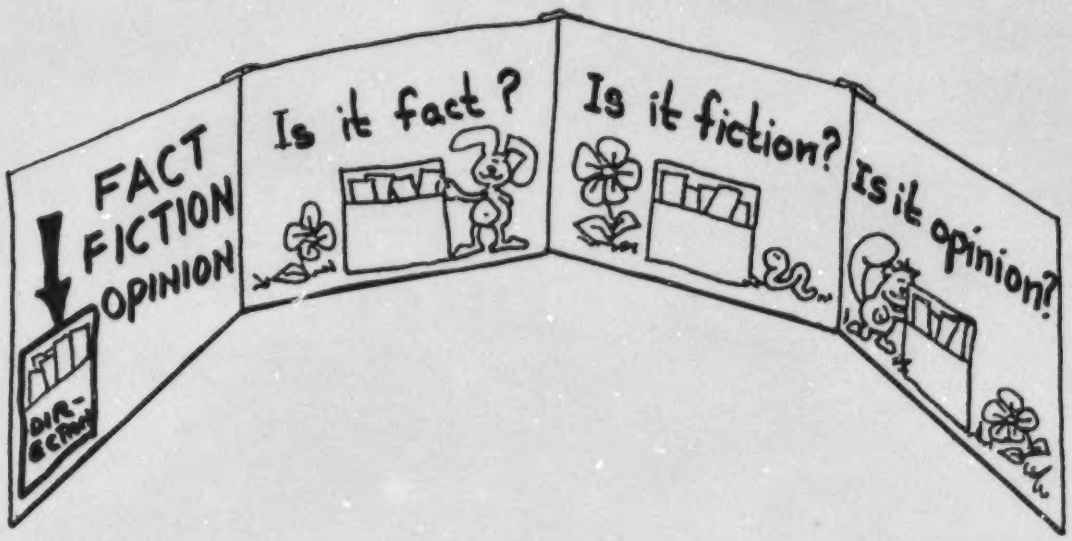
Materials: Four 9" x 12" chipboards taped together to stand zig-zag, four envelopes, 1½" x 5" cards.

Procedure: Fact, fiction, and opinion statements are written on cards. The answer is written on the back of each card for self-correcting. Examples of card statements:

a. It looks like rain tomorrow.
b. A week has seven days.
c. I will place my magic wand on you and you will turn into a pumpkin.

Directions: Draw a card. Read the sentence. Place it in the correct envelope FACT, FICTION, or OPINION. When you have placed all the cards, check yourself by looking at the answer on the back of each card.

Variations:
1. Only two parts could be used - Fact or Fiction - especially as a starter.
2. Propaganda could be added as a fourth section.



COMPREHENSION

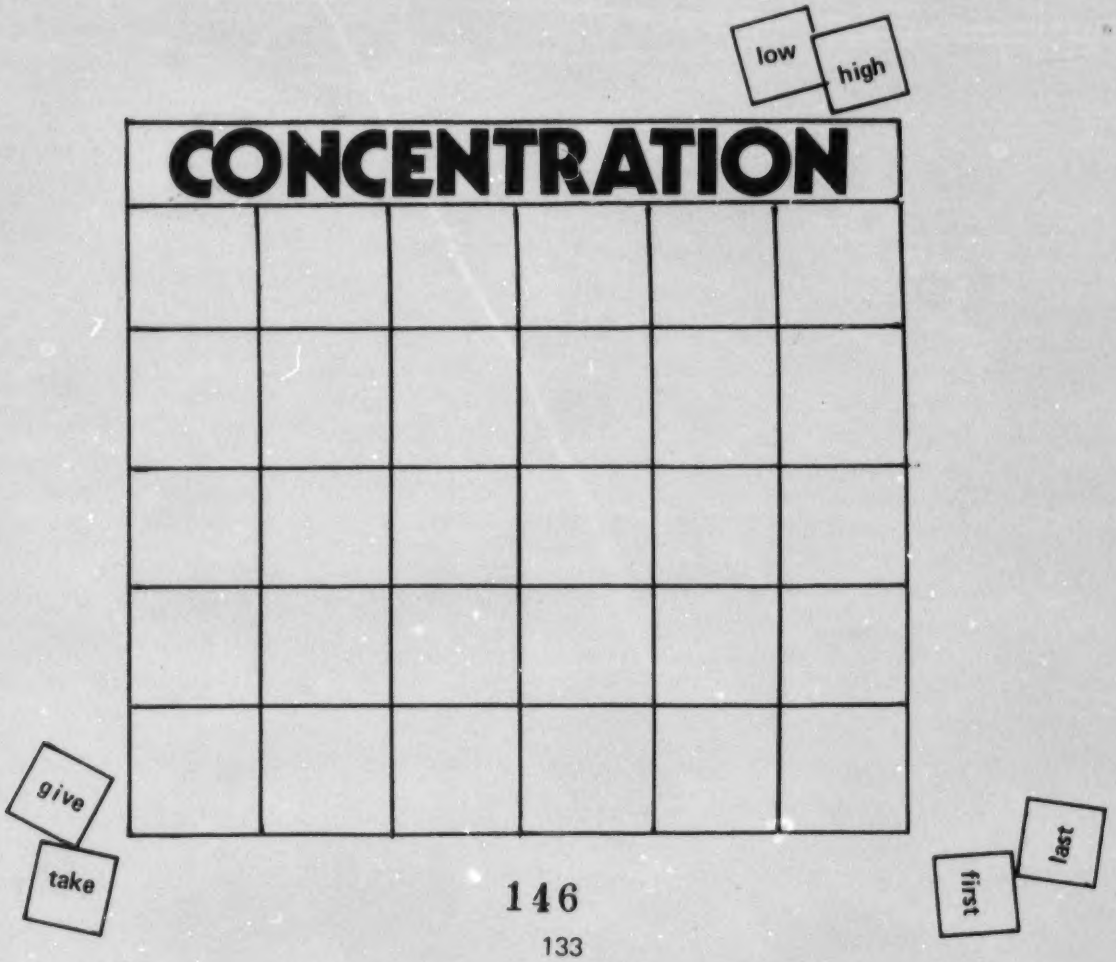
Concentration Using Antonyms

Objective: Comprehension of vocabulary, visual memory reinforcement.

Materials: Concentration Board made from heavy tagboard or cardboard ruled into 30 - 2" squares. 30 - 2" cards with one word on each. There will be fifteen pairs as: High-Low; First-Last.

Directions: Turn all 30 cards right side up on concentration board. Study for two or three minutes, noting position of pairs. Turn all cards face down. Player receives one point for each pair matched correctly and continues until he misses. Player with the most pairs correctly matched wins.

Variations: Synonyms (Example: last – final);
Homonyms (Example: sew – so);
Compounds (Example: snowman);
Phonics Skills (Example: sh-ape, etc.)



10-20-30-YARD DASH

Objective: To choose the correct dictionary definition.

Materials: Two pieces tagboard 9" x 12", small cards felt pen, contact paper, markers, answer key.

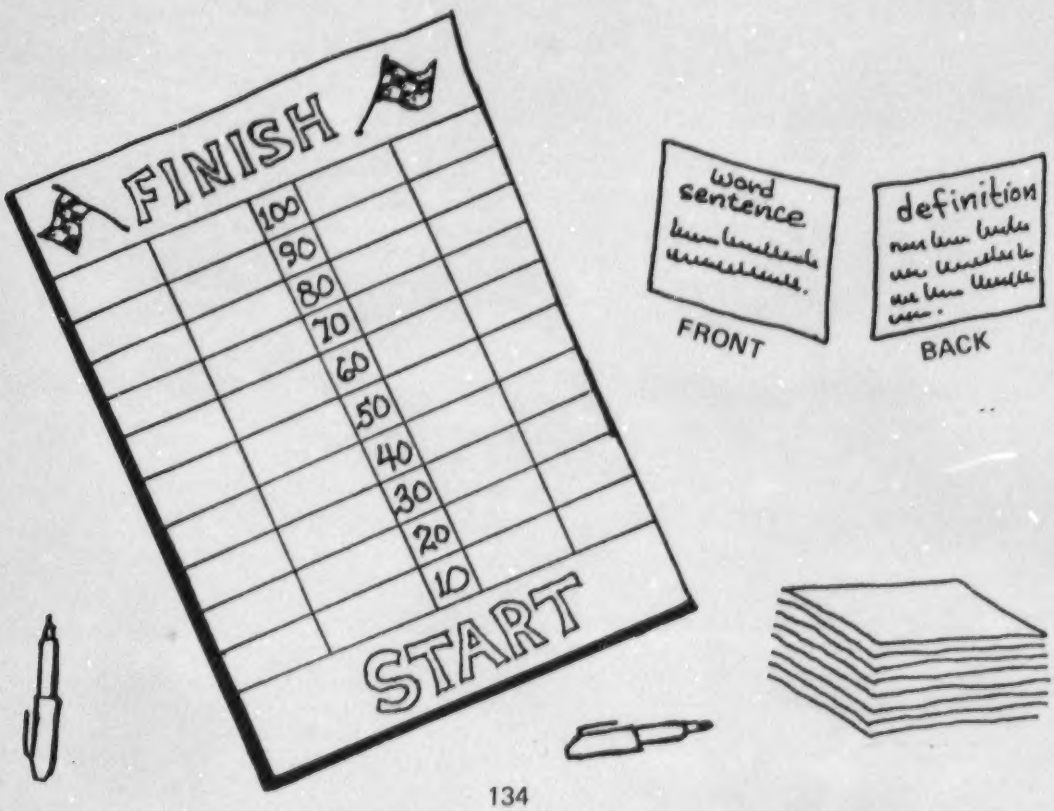
Procedure: Prepare cards with a word and sentence on the front and several definitions on the back. Tape the two pieces of tagboard together lengthwise and mark horizontal sections numbered 10-20-30- to 100. Make an answer key.

Directions: One student acts as a judge. Place the word cards in a stack and the markers on the starting line. Player takes a card, pronounces the word, reads the sentence, turns the card over, and reads the several definitions. He must choose the correct definition for the word as used in the sentence. If the player is correct, he moves his marker 10 uards pm tje

player is correct, he moves his marker 10 year

player is correct, he moves his marker 10 yards on the horizontally sectioned gameboard. If a player misses, he must go back 10 year

player is correct, he moves his marker 10 yards on the horizontally sectioned gameboard. If a player misses, he must go back 10 yards. The first player to finish the 100 yard dash wins.

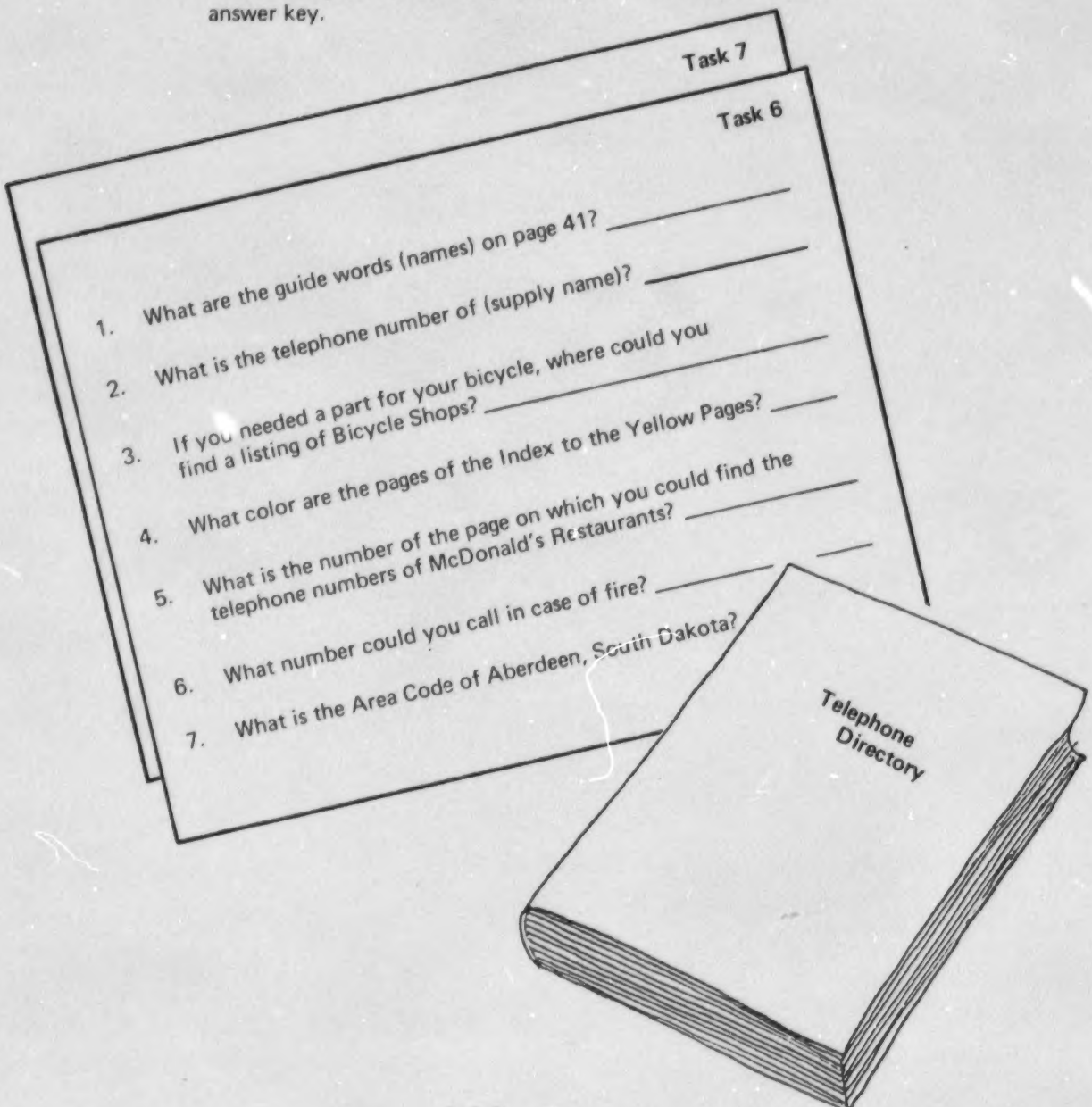


STUDY SKILLS

Objective: To locate information using the telephone directory.

Materials: Telephone directory(ies), Task Cards, answer keys.

Procedure: Prepare Task Cards of increasing difficulty containing questions such as those in the example. Answers may be printed on the back of each card or on an answer key.


Task 7
Task 6
1. What are the guide words (names) on page 41? _____
2. What is the telephone number of (supply name)? _____
3. If you needed a part for your bicycle, where could you find a listing of Bicycle Shops? _____
4. What color are the pages of the Index to the Yellow Pages? _____
5. What is the number of the page on which you could find the telephone numbers of McDonald's Restaurants? _____
6. What number could you call in case of fire? _____
7. What is the Area Code of Aberdeen, South Dakota? _____
Telephone Directory

What's In A Book?

Objective: To locate information utilizing the Tabel of Contents.

Materials: Tagboard sheets for task cards, felt pens, glue, laminating paper or clear contact, worksheets from workbook.

Procedure: Prepare a series of task cards (at least 10) of increasing difficulty on locating information in the Table of Contents. Exercises of this type may be found in workbooks or may be constructed by mounting the Table of Contents from discarded books on the task cards. Questions may be asked similar to those in the example. Cover each card with contact paper or laminate.

Directions: Using a waterbase felt pen, the child writes the answers on the Task Card. When completed, he checks for accuracy with the answers on the back of the card. The student's answers are removed before returning the card to the file.

Variations: Similar task cards could be prepared to for the Index.

TABLE OF CONTENTS

Chapter		Page
1	Ships of the Ancient World	1
2	Galleys of the Greeks and Romans	28
3	Sailing in the Middle Ages	56
4	In the Days of Columbus	79
5	Sea Dogs of Elizabeth's England	104
6	The RIse of American Shipping	129
7	Schooners and Clipper Ships	
8	The Coming of Steamships	
9	Ships of the	
10	Ships Beneath	
	Other Books for	
	Index	

1. How many chapters are there in the book?
2. What is the title of Chapter 1?
3. On what page does Chapter 5 begin?
4. What is the title of the chapter on page 222?
5. On what page does information about American Shipping begin?
6. What page lists Other Books to Read?
7. What comes last in the book?

STUDY SKILLS

What's on Channel 30?

Objective: To locate information utilizing the T. V. Guide.

Materials: T. V. Guide, folders, Questions and Answer Keys.

Procedure: Prepare folders to hold copies of T. V. Guides, sets of questions, answer keys, and andwer sheets. Each folder will have different questions although some of them may be general and could be used in all sets. Questions should include:

a) *specific detail* —locate a certain bit of information about a specific program.

b) *inference — what shows to watch to see certain things.*

a) *specific detail* — locate a certain bit of information about a specific program.

b) *inference* — what shows to watch to see certain things.

c) *main idea* — from the titles or other information given in the guide, what could you assume the show to be about.

d) *drawing conclusions* — what would happen if . . .

e) *sequence* — order of shows: hourly, daily or weekly.

f) *critical evaluation* — given a situation and a choice of two or more related shows tell which show you would choose and why.

Directions: Use the T. V. Guide to find the answer to each question and check for accuracy using the answer key.

Place Your Order

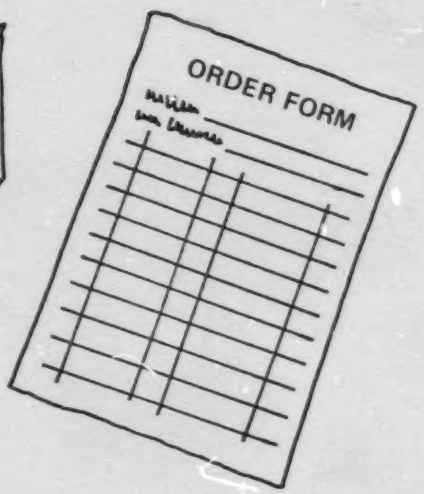
Objective: To be able to use a catalogue.

Materials: Catalogue, Task Cards, file box for storing Task Cards, paper, pencil duplicated order forms.

Procedure: Prepare a set of at least 10 Task Cards which require the students to use a catalogue to find the information. Duplicate a quantity of order forms.

Directions: Task Cards may have questions similar to the following with the answers printed on the back:

1. On what page will you find information about bicycles? _____
2. What is the cost of the most expensive bicycle? _____
3. How many pounds does it weight? _____
4. What colors are available? _____
5. What is the catalogue code number? _____
6. Fill out an order blank on which you order the bicycle of your choice. Be sure to fill in all the necessary information.



BUILDING SENTENCES

Directions: Take the words in this envelope and arrange them into sentences. How many different ones can you make? What is your longest sentence? Copy the sentences you are able to make into your notebook.			a
the	see	were	is
an	plays	her	evening
it	dream	them	early
she	went	house	had
they	home	clothes	likes
John	visited	can	like
and	come	cleaned	over
be	came	museum	after
to	their	trombone	movies

DIRECTIONS:

OUTLINING

Read the statements contained in this envelope. Some of them are main headings and others will be sub-headings. Can you arrange them in the proper order to form an outline? Copy the outline on your paper. For extra credit write a composition based on this outline.

I. THERE ARE MANY SPECIAL HOLIDAYS CELEBRATED IN AMERICA

St. Patricks Day is a special day for the Irish

On Independence Day we celebrate our freedom won from the British

Thanksgiving Day is a time for thankfulness

Some people look forward to observing Hanukkah, a religious day

II. THERE ARE MANY DIFFERENT WAYS OF HAVING FUN OR MAKING A HOLIDAY SOMETHING SPECIAL

Sometimes people spend a quiet time at home or go to church

You can celebrate by going to a parade or picnic

Firecrackers, new clothes and good food make holidays fun.

Some people send cards and letters

JUDGING – VALUING

Directions: Read the statements in this envelope. Arrange them in order of the things you like to do best to the things you like to do least. Now copy them on your paper under the heading ME. Re-arrange the words to show how each of these people would feel: MOTHER, TEACHER, FRIEND. LIst them in columns. How does each list differ? What can you conclude? For extra credit, ask other teachers, students and adults to try this exercise. Tabulate the results and summarize your findings.

having a nice home	reading books
eating ice cream	having nice clothes
going to church	going to the movies
having a college education	gardening
going to a dance	having a successful marriage

DIRECTIONS:

SEQUENCING

In this envelope are two sets of directions. ONe set tells you how to go about *POPPING A FIRE CRACKER* and the other tells you how to go about *BAKING A CAKE*. Sort them out and put the in order. Copy each on your paper with the correct heading.

light match	put cake mix, 1 egg, and 1½ cups of water in bowl
is fuse burning?	generously grease sides and bottom of pan
listen for "bang"	beat 1 minute at low speed or 75 strokes by hand
light fuse	pour into pan
heat oven to 350°	cook 25 minutes
baking a cake	put fingers in ears
popping a firecracker	throw firecracker

ALPHABETIZE BY THE FIRST LETTER:

animal	beach	calf	year	insurance
package	dinner	ladder	news	school
electric	waffles	key	used	gauge
quick	oatmeal	factory	teller	X-ray
hardware	May	juice	razor	vacant
zeal				

ALPHABETIZE BY THE FIRST TWO LETTERS:

accident	upper	nurse	home	family
island	geese	apt	crib	husband
knock	shelf	valves	jack	doctor
voice	gasket	candy	yellow	punch
woman	men	deposit	let	records
butter	friends	zone	orange	nickel
savings	elbow	rope	usually	zipper
jewel	pencil	inury	twice	boards
thousand	machine	envelopes	Yankee	Quaker
popcorn	lock	package	olive	kept

SUFFIX

You can often tell the meaning of a word by its suffix. *OUS* means full of. Courageous means full of courage while furious means full of fury or anger. On your paper, write the word parts below and add *OUS* to them. Can you define them? Can you add other words to the list?

glamor	hide
gase	pite
danger	redicul
horrend	sensu
gorge	delici
deliri	vici
pi	number

SUFFIXES

Suffixes change the meaning of a word or its use in a sentence.

Suffixes: en, able, ness, ous, er, est, ed, ing

Choose the suffix to fit the word which will complete the sentence.

a) The Traffic Bulletin _____ (report) that Highway 94 was closed.

b) The story about his money was the _____ (weird) I had ever heard.

c) He works _____ (hard) than the rest of the crew.

d) She was _____ (sing) with the Golden Key Gospel Four.

e) The _____ (escape) gas caused the blast.

f) She could never play the _____ (simple) piano pieces.

g) The Chargers _____ (fumble) away the game.

SUFFIXES

Add a suffix to each word and use it in a sentence.

swift	danger	believe	humor	stole
forgive	wool	joy	fresh	cure

The _____ of the fire was frightening.

The _____ tricks the clow played were funny.

Scuba diving alone can be very _____ .

The hijacker had also _____ everyone's money.

I have never_____him for what he did.

The _____of bread is important to my little sister.

His coat was _____ .

Some diseases may never be _____ .

The carols rang out as _____ songs.

His sad story was very_____ .

PREFIXES

Choose the prefix to fit the word which will complete the sentence.

mid mis in im un re pre dis

1. If there is an uptown and a downtown, where is _____ ?
   town
2. Even for you, it is _____ to be in places at once.
   possible
3. He always says that I _____ his jokes.
   understand
4. Danny was _____ to get the game started.
   patient
5. The crowd was _____ after the talent show.
   orderly
6. To find the correct answer, DeWayne had to _____ the problem.
   work
7. The number of males and females working in the store was _____ .
   equal
8. After the fire, the Boy's Club helped to _____ the trees.
   plant

PREFIXES

Choose the prefix to fit the word which will complete the sentence.

mid mis in im un re pre dis

1. A team player is never _____ to his team.
   loyal
2. The class decided that _____ meant "before written records".
   historic
3. The food at the Sadie Hawkins Dance was so good that everyone wanted _____ .
   fills
4. The stolen money was finally _____ in a secret spot.
   covered
5. Do you _____ when you think that you can get away with it?
   behave
6. His broken leg kept him _____ so he couldn't play ball.
   active
7. He had an _____ project and almost failed.
   complete

LINE UP . . . . . LOGICAL

Directions: Put the following prepositional phrases in a logical order, so that a story is told. Use *all* of the phrases.

1. off the wall
2. into the finals
3. around the far turn
4. in a hurry
5. across the finish line
6. in the parade
7. at the starting point
8. without a chance
9. on the track
10. into the fray
11. before the race
12. through the fence
13. without slowing
14. into the home stretch

CREATIVE FIVE WITH "FOUR"

Directions: Using only four words, complete five sentences from the lists of words below. Use two words from list 1, one from list 2, and one word from list 3.

1	2	3
water-cooled	buggy(ies)	qualified
a	machine(s)	spun-out
the	motorcycle(s)	crashed
two	chopper(s)	raced
shortened	dragster(s)	skidded
fiberglass	car(s)	exploded
dune	snowmobile(s)	accelerated
sand	engine(s)	cornered
supercharged	super-stock(s)	
some	chassis	
winning		
two-cycle		
four-cylinder		

MYSTERY GAME

1. Think of an object or ugly animal.
2. Write a paragraph describing it.
3. Now draw your "thing."
4. Pass your description to a friend, but *do not show the* picture.
5. Now, have your friend *read* the paragraph and *then draw* the animal or object as he thinks you have described it.
6. Compare your pictures. Were you close?
7. What words were most useful in your description? Could any be eliminated?

CODE WORDS –

WITH NUMBERS AND LETTERS

Can you tell what words are represented here?

B4	L8	2Th
8e	B10	2r
2L	K9	10S

Make up your own letter – number code words.

CREATE A MONSTER

Cut pictures from a magazine and create your own monster.

Use arms and legs from one body and heads from another.

Use machine parts, animal parts.

Paste your monster together and admire him.

Now write the life story of your monster!

CREEPY COMIC

Write and illustrate a creepy comic in at least ten squares.

The story must make sense and be neatly illustrated.

Please use crayon or felt pen.

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THE FUTURE

"Write a personal history of the future."

You are to assume or pretend that you are fifty years old and write a history of yourself from the years 35 through 45. There are not time limits on the task – it may take an hour or it may take months. The task is completed when you decide it is finished.

"JOURNAL WRITING"

1. Each day for two weeks write at least two items in a journal which begin, "I can . . ."

1. Each day for two weeks write at least two items in a journal which begin, "I can . . ."

2. Each day for one week write at least one entry in a journal which begins, "I helped . . . ", or "I taught . . ."

3. Each day write an entry in a journal which explains or talks about at least one thing that happened that day.

ME STORY

This is a "Me" story writing assignment. Using your full name, compose a story about yourself, your environment, your dreams, your frustrations, your favorite joke, etc., etc. There is *one* rule – each sentence must begin with each successive letter in your name.

Example: Ann Marie Wright

*A*nn is my first name. *N*o one calls me Annie because I don't like it. *N*ext month I will be 17 years old, etc.

It's not easy – but it's challenging and fun!

ARE YOU A GUNK?

Good morning! I am called the "Gunk" and I have a problem. As I was getting out of my spaceship, I lost my balance and kerplunk!, I fell right on my shremus*. Unfortunately, I not only lost my balance, but my memory as well. I must appeal to you earthlings for help. Pretend you are a "Gunk". Describe the planet where you live. Write about what you think the day in the life of a "Gunk" might be like. By the way, watch your spelling, capitalization and punctuation – we "Gunks" go to school too, I think!

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ALLITERATION

Alliteration is the use of words beginning with the same letter or sound.

Examples: Little Larry likes lemons last.

Sue sells seashells by the seashore.

Write sentences using alliteration.

(There are no wrong answers!)

SUPPLYING VERBS

Directions:

Write

Write a verb to complete each of the following sentences. Do not use the same verb twice.

1. High-powered engines _____.
2. Some carters _____.
3. Spectators _____.
4. Pit crews _____.
5. Winners _____.

NAME POETRY

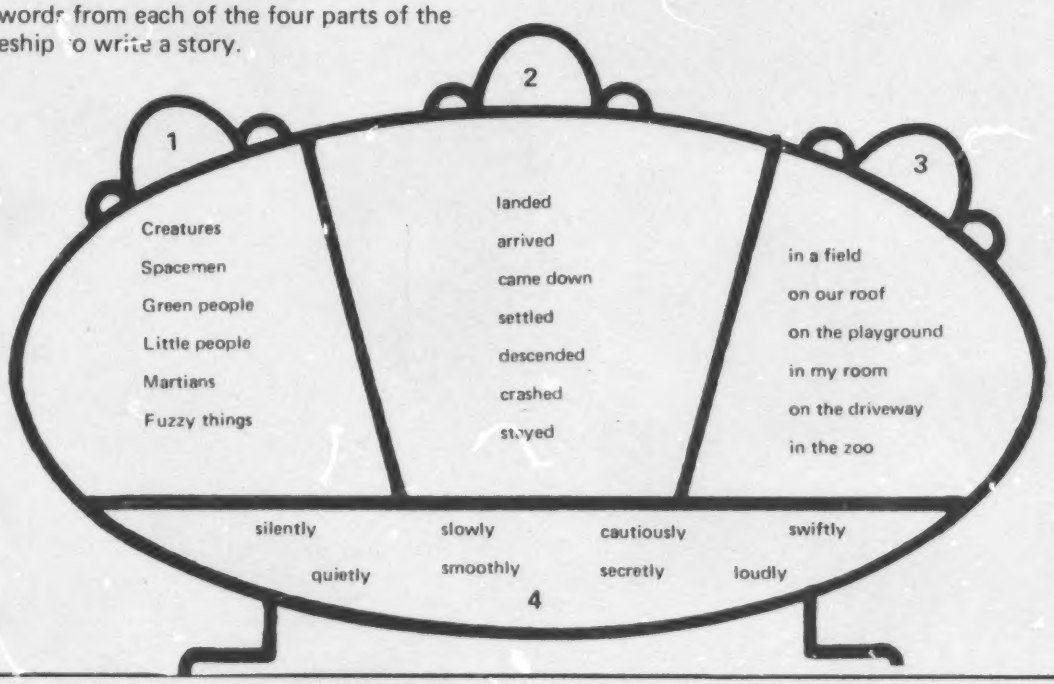
Write your name vertically on a sheet of paper. Next to each letter of your name, write a word or words which describes you. The word must start with the letter in your name.

Example:

*S*imple
*A*ngelic
*M*arvelous me!
SAM

BLAST OFF

Use words from each of the four parts of the spaceship to write a story.



BE AN INTERVIEWER

Interview 26 people, no more, no less.

Ask them to name three things that scare them most.

Make a list of these things indicating how many people chose each item.

Can you make a chart to summarize your findings?

Choose a new subject, of interest to you, and continue with your interviewing.

TRAVEL AGENT

Plan a one week visit to a foreign country.

Prepare the itinerary, describing where your clients will go each day and what they will do there.

Estimate the cost of this trip.

DOUBLE OR NOTHING

According to your dictionary, what is the most widely used plural form for each of the following nouns:

1. cupful
2. hero
3. bivouac
4. mongoose
5. dynamo
6. seraph
7. basis
8. echo
9. cargo
10. commando
11. ceramics
12. albino

WHAT'S THE DIFFERENCE?

Each of the following means *one* thing when it is capitalized and *another* when it is not. What is the difference? Use each in a sentence.

1. battery
2. china
3. chinook
4. utopia
5. polish
6. ham

WHAT COUNTRY?

1. Select the name of a *country* (a state or a city).
2. Look in dictionary for correct pronunciation (write it out).
3. Write the *syllables* in it.
4. Find as many *little words* as you can in the name.
5. Locate the country on a map or globe.
6. Look up the population in an encyclopedia or other reference book.
7. Write down your information and add two more interesting facts about the country.
8. Draw or illustrate the shape of the country.
9. Share your information with a friend in your class.

NEW WORD!

1. Look for a word – *new to you* – in the *dictionary*.
2. Write the word and show the markings that help you to *pronounce* it.
3. Write down the meaning of the word.
4. Now write the word in your own sentence.
5. Give a friend this information to read.
6. Discuss with your friend what type of word this is – (example: action, place, thing – etc.)
7. Illustrate the word with your friend.
8. Add this word to your *personal book* of: "New Words"

USE A DICTIONARY

Using the dictionary, write the answers to the following questions. This exercise is designed to familiarize you with the contents and the arrangement of the book. The table of contents will help you.

1. What is the full title of your dictionary?
2. Who is the publisher?
3. What is the latest copyright date?
4. What title is given to the introductory article explaining matters of pronunciation involved in the dictionary? On what pages does it appear?
5. Is there a section *explaining* the dictionary? What is it called? On which pages does it appear?
6. Are abbreviations listed by themselves in a separate section or are they listed in the dictionary proper? If they are in a separate section, write the exact title of the section and its page numbers.
7. Is there a section giving the neamings of commonly used signs and symbols? If so, write its title and page numbers.
8. Are spelling (orthography) rules given? If so, write the exact title of the section and its page numbers.

Take this quiz and see how well you use the dictionary – be speedy!

1. Find two synonyms for the word mercy.
2. Write the plural of consensus.
3. Write the comparative and superlative of *swell.*
4. What is the capital of Iceland?
5. What is the population of Cadia?
6. What did Queen Elizabeth reign?
7. For what is Galileo famous?
8. What was the real name of George Sand?
9. What is the meaning of the abbreviation TKO?
10. Give the preferred pronunciation of *predilection,* using diacritical marks.
11. What symbol is used in medicine for beginning a prescription?
12. Write the plural of basis.
13. What is the meaning of the Latin phrase *carpe diem?*

USE THE DICTIONARY

Look up in your dictionary the answers to the following questions and write them in a column on your paper. After each answer write the page number on which you found it.

1. What does the abbreviation R.S.V.P. mean? (Give the English meaning.)
2. What is the population of Bombay (at the time your dictionary was published)?
3. What is the latest copyright date?
4. Is there a section on pronunciation? What is it called? On what pages does it appear?
5. If there is a section explaining the *purpose* of the dictionary, for what group of readers is it intended? What are some of its special features? On what pages does this section appear?
6. Where can you find abbreviations – in the body of the text or in the back of the book? If they are in a separate section, give the name of that section and its page numbers.
7. Where do you find signs and symbols? If they are in a separate section, give the name and pages.
8. Where are spelling rules indicated, if such a section exists?
9. Where can you find the rules for punctuation and capitalization?

MEANING AND PRONUNCIATION

Each of the following words has two pronunciations. How does each pronunciation affect or change the way the word is used and its meaning? Use each word and meaning in a different sentence!

1. address
2. insert
3. object
4. refuse
5. appropriate
6. rebel
7. minute
8. produce

DESIGN A DIAMONTE

Write a treasure chest of "diamond" poems like these. There is no rhyme or rhythm to worry about.

Example:

one noun
two adjectives
three participles
four related nouns
three participles
two adjectives
one noun

sea
salty, wet
drowning, swimming, floating
waves, white caps, drifts, formations
rolling, expanding, settling
solid, firm
land

WHATCHMACALLIT

Write a short story about a Whatchmacallit that traveled on a Doodliewhat to visit Whosit who lived in the town of Gizmo.

one noun

two adjectives

three participles

four related nouns

three participles

two adjectives

one noun

sea

salty, wet

drowning, swimming, floating

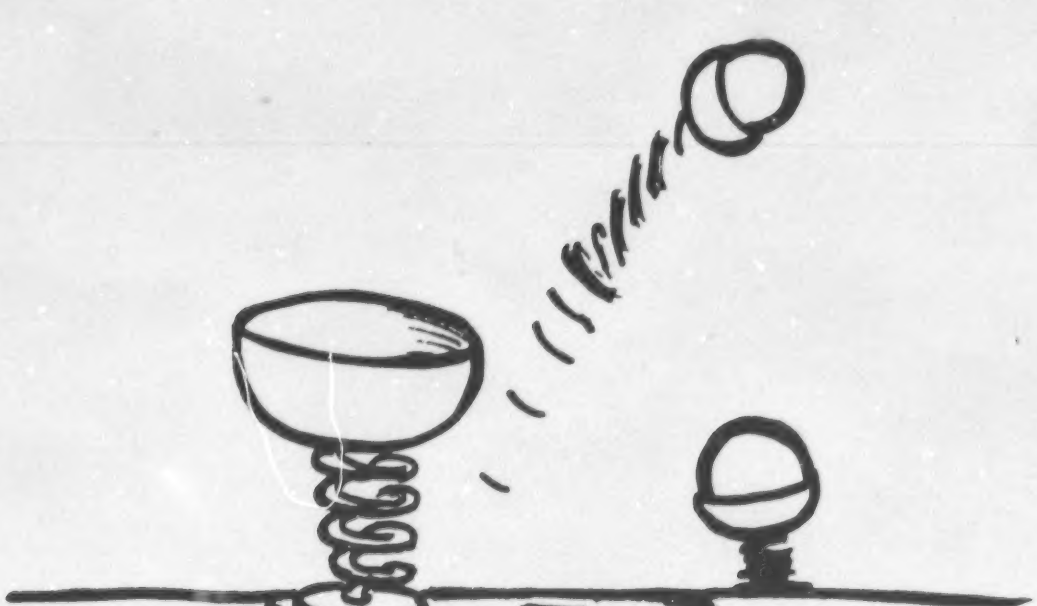
waves, white caps, drifts, formations

rolling, expanding, settling

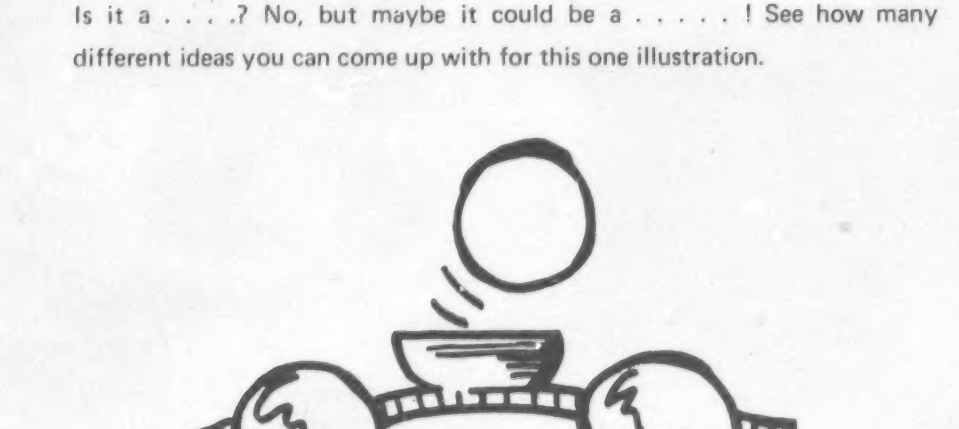
solid, firm

land

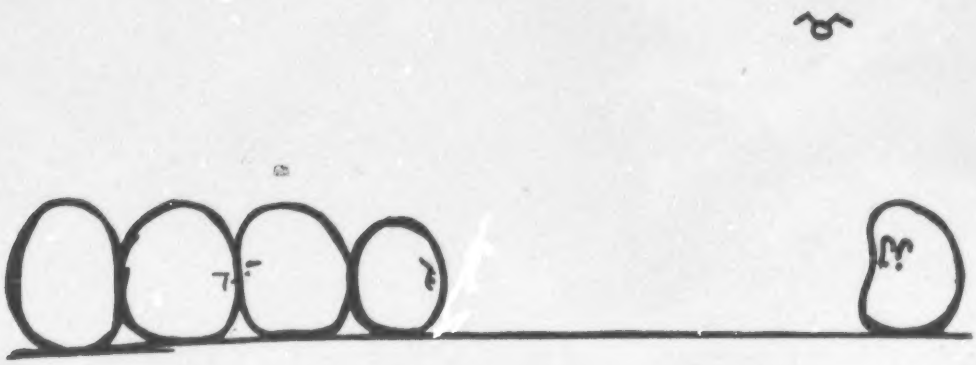
What is it? That is up to you to decide. Discuss your idea with a friend. Were your ideas alike or very different? Use your ideas to write a story.



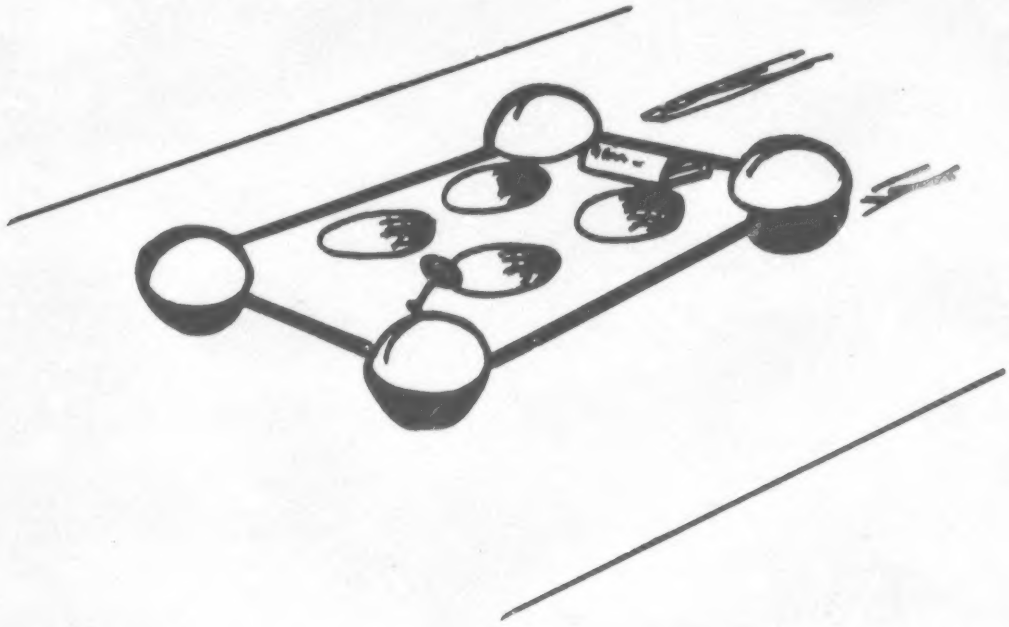
Is it a . . . .? No, but maybe it could be a . . . . . ! See how many different ideas you can come up with for this one illustration.



This drawing may be interpreted in various ways. Write your interpretation or you may work with a partner and discuss various possibilities.



This drawing may be interpreted in various ways. Write your own interpretation or discuss various possibilities with a friend. You might wish to write a poem or play as a result of your discussion.



SAMPLE CENTERS

ART CENTER – Easel painting materials, area to dry and display art work, clay table, special project table. (This center may be separated if there is an outdoor art area.)

CODING CENTER – Letters of the alphabet for code making. Miscellaneous codes, Morse code, mirror for reverse writing code, semaphore, sign language, braille, Indian codes, paper and pencil.

COOKING CENTER – Suitable cooking utensils such as: measuring cups, spoons, mixing bowls, baking pans, spatula, wooden stirring spoons, egg beater, aprons and heat sources such as hot plate, electric fry pan, electric roaster-oven, etc. These can be arranged on hooks on a piece of plywood in the "cooking corner." (Parents are often glad to share or donate these items.)

CREATIVE WRITING STATIONS – These are places where child can go to get materials and creative ideas for either prose or poetry. Different sizes, shapes and colors, different kinds of pencils, crayons, colored pencils and magic markers. Multiple sources of words: dictionaries, word lists, lists of rhyming words, Dolch list, thesaurus.

Blank books which are not stapled at first can be bound later if they merit the attention. The following are some suggestions for blank books:

Open ended sentences, using five of the high frequency words, "Come and look at my_____." At the bottom of the cover you might have a certain letter or blend with which to begin. Example: "Come and look at my shirt." Illustrated by child.

What is round? (or any shape)

Favorite T. V. shows.
Idiomatic expressions.

Tri-fold folder with a picture in the center. What happened before? What happened after.

Original alliteration, such as, Bob bounces a blue ball or Mary misses Mother.

Comic strips with the narration cut away. Children narrate or write their own narration. They might even continue to draw the strip and narrate.

Book jackets from the librarian filled with blank paper. Ask the children to write their own stories for the book jacket picture and title.

An appropriate set of pictures with a sequential pattern. Children can write the story to go with the set of pictures.

Story starter cards – cards with eight to ten words on them which would be good to use in a story or poem on that topic.

Story beginning written by you and a few questions which give children some things to think about in ending the story.

CREATIVE WRITING (Cont.)

Interest objects to write about: an old shoe, a coin collection, an empty bird's nest, etc.

Unfinished stories for children to finish. (Some can be found in N.E.A. monthly fournal.)

Pictures which might stimulate children to write either prose or poetry.

Drama Center – A flannel board, box T.V.'s, hats or old clothes for costumes, book on plays, copies of short stories to make flannel board stories. Box of scrap materials or pellon for flannel board characters.

FUNNY CENTER – Funny papers, funny books, cartoon books, comics which have been taped by teacher or children.

HEALTH CENTER – Mirror for grooming, self awareness, checking cavities, etc. Health units, pictures, dental kit, stethoscope, microscope for examing skin particles, hair, etc. Pictures of children with expressions depicting sad, mad, happy.

LIBRARY CENTER – Library books of many types and readability levels, a good selection of children's magazines, newspapers, a rug to sit on, rocking chair. Suggestions for book reports, task cards.

LISTENING STATION – Listening post, tape recorder, cassette tapes, record player, records, follow-up lesson, answer key.

MATH CENTER – Manipulative materials, puzzles, task cards, rulers, scale, measuring cups and spoons, toy money, clocks (toy and real) writing space on chalkboard, teacher made or commercial skills games, which reinforce specific skills areas or develop pertinent concepts.

MUSIC CENTER – Music appreciation through recordings, with follow-up. Study of various composers thru variety activities. Rhythm instruments, bells, drum, music books (play outside room or lawn). Making of simple music instruments, task cards, materials.

NEEDLECRAFT CENTER – Sewing box, large scraps of cloth, scissors, measuring tape, knitting needles, yarn, "Learn to Sew" and "Learn to Knit" books. Graph paper for creating samplers.

NEWS CENTER – Bulletin board space for children to display articles of interest from newspapers and magazines. Chalkboard or charts to write news of the day. Writing materials to write own news articles for paper or magazine that children can make.

PUPPET CENTER – Small cardboard stage, materials for making puppets, paper bags, construction paper, paste, yarn, felt pens, scraps of material, popsicle sticks or tongue depressors. Books of simple plays, paper and pencil.

RECORDING STATION – Tape recorder, microphone, tapes, charts with direction on how to tape your voice.

REFERENCE CENTER – Telephone books, Sears catalog, newspapers, paper and pencil.

RESEARCH CENTER – Task cards, dictionaries. encyclopedias, weekly reader or newspaper, magazines, writing materials, charts, maps. Telephone directory, Sears catalog, newspapers, and paper and pencil.

SCIENCE/INVESTIGATION CENTER – Science books, science materials, magnifying glass, microscope, scales, magnets, batteries, wiring, etc. Water color paints, fish and live animals, exhibits and collections.

SENSORY CENTER – Pill bottles with items to small, feely box to feel shape, texture, size, foods for tasting, beaters, rubber bands, boxes, sound recordings for listening. Books on senses. Tape recorder for children to record into and play back to hear how they sound. Mirror for watching their mouths as they talk. Materials to differentiate between hot and cold.

SKILLS CENTER – Teacher made or commercial games, which the children have been taught to play previously in small groups or as a class, and paper and pencil for scoring. These games are used as follow-up for a specific skill need, as prescribed by the teacher.

SOCIAL STUDIES CENTER – Books on current study unit, task cards, charts, or chart stories on unit, pictures and objects related to unit, map skills booklet, maps or globes, materials for constructing small projects: diaramas, murals, peekboxes.

SPECIAL INTEREST CENTER – An area set aside for children to display projects, collections, special findings.

VIEWING STATION – Filmstrip viewer, filmstrips, film projector, follow-up sheet, answer key.

TERMINOLOGY

ACTIVITY FOLDER – A learner's individual file folder containg daily papers, etc.

CENTERS TRACKING SHEET – A sheet for students to record movement throughout the centers.

CLASS PROFILE – A chart containing the entire class' progress in designated skills. The profile provides a means for forming flexible skills groups by indicating areas needing reinforcement.

CONTINUUM- A sequential group of skills placed in hierarchical order.

CONTRACTS – Assignment for individual children to carry out independently. Usually having a specified time limit.

CUSTOM TAILORING – Madeline Hunter's terminology for individualized instruction.

DIAGNOSE – To determine and analyze the strengths and areas needing reinforcement of individual students or groups.

FLEXIBLE SKILLS GROUP – Skill group which change according to needs of students.

INDIVIDUALIZED INSTRUCTION – Providing instruction for each individual according to his needs as determined by diagnostic tests. Instruction may be given in small groups, large groups, or one-to-one.

INTEREST CENTERS – Nonacademic areas where the child's imagination and interests can be explored.

LEARNING CENTER – A separate large multi media workroom.

LEARNING CENTERS – Areas where materials are available, students can take materials from the learning center to work at another location or stay at the center and work.

LEARNING STATIONS – A designated area in the room where equipment is placed permanently. Example: Viewing station, recording station, listening station. Children stay in this area to work.

MODALITIES – The method used by learners, kinesthetic, visual, auditory, all three.

OPEN-ENDED – An activity or game board which can be used in a variety of ways.

PRESCRIPTIVE SKILLS SHEETS – Work sheets which have been identified for use on a specific skill.

PRESCRIPTIVE TEACHING – Assigning specific media to assist the learner in acquiring a skill.

SEAT WORK/FOLLOW-UP ACTIVITIES – Assignments which are carried out at the individual child's desk.

REINFORCEMENT – Follow-up assignment after a diagnosis and prescription.

SELF-CORRECTING – Each individual learner can correct his own assignments.

STATION WORK SHEETS – Assignments to complete after a center activity has been carried out.

TASK CARDS – File cards with specific directions for carrying out an activity.

TRACKING SYSTEM – Individual child's record keeping data, kept by teacher.

PART II

DIAGNOSTIC/PRESCRIPTIVE TEACHING THROUGH THE USE OF LEARNING CENTERS

Versie G. Burns

1. Determine needs of students through the use of diagnostic instruments or informal inventories.

   Clymer – Barrett Pre-reading Battery
   Zip Scale for Determining Reading Level
   Torrance Test of Creative Thinking
   Stanford Diagnostic Reading Test
   PIRAMID Criterion-Referenced Tests
   Informal Inventories
   Nelson Silent Reading Test
   Dolch Basic Sight Words
   Kucera – Francis 220 Basic Words
   Botel Phonics Master Test

2. Identify sub-skill weaknesses of individuals and class.

   Student Profile
   Class Profile

3. Establish goals that determine which centers are needed based on diagnosed needs. Centers should be multi-level, multi-sensory, self-directing, self-checking, independent or team.

   Skill Centers
   Games Center for Reinforcement
   Enrichment Center
   Individualized Reading/Library Center
   Writing Center
   Listening Center
   Typing Center
   Filmstrip Center
   Corrective/Checking Center

4. How Can Learning Centers Function?

   Basic Curriculum
   Extension
   Enrichment
   Reinforcement

5. Prescribe for individuals and skill groups.

   Contracts
   Schedules
   Skill Sequence Cards
   Task Cards
   Tracking Chart
   Folders

6. Provide opportunity for students to self-check activities.

Answer Cards
"Magic Windows"
Answer Books
Self-Checking Frames
Answer on Back of Task Card
Self Correcting Games

7. Devise method of record keeping. Upper elementary and secondary students can record their own progress.

Folders
Charts
Skill Cards

8. Means of Evaluation. Accountability can be met if realistic goals are set based on pretest information. Data should show where each child was, how he progressed, where he is at final evaluation.

Pre Test
Criterion-Referenced Tests
POst Test
Post Test
Individual Conference
Teacher Observation

9. Learning centers require continuous diagnosis, continuous modification of to meet diagnosed needs, and evaluation of effectiveness to start cycle again.

"Reading serves for delight, for ornament, for ability.
The crafty condem it; the simple admire it; the wise use it!!"

Francis Bacon

TITLE	TITLE	PAGE(S)
Room Arrangement		
Figures A, B, C, D, No.1, No. 2, No. 3		3-7
Scheduling		
Figures No. 4, No. 5, No. 6, No. 7, No. 8, No. 9, No. 10, No. 11		8-14
Record Keeping		
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Organizing Materials		
Figure No. 17		18
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Center Tracking Sheets		
Figure No. 19		22
Evaluation		
Figures No. 20, No. 21		48-49

BIBLIOGRAPHY OF LEARNING CENTER IDEAS

Association for Childhood Education International
Learning Centers: Children on Their Own — *$2.00*
3615 Wisconsin Avenue, N. W. Washington, D.C. 20016

California Reading Association
3400 Irvine Avenue, Suite 211, Newport Beach, CA 92660
Fresh Teaching Ideas – Multi-level self directing activities — $2.75
Ideas for Reading Learning Centers – Complete instructions for making multi-level games — $4.00
Gameboards, Set A – Set of 12 gameboards . primary grades — $1.75
Gameboards, Set B – Set of 12 gameboards for middle grades — $1.75
Gameboards, Set C – Set of 12 gameboards for upper grades — $1.75

Foothill Reading Council
Pupil Job Cards for Reading — $3.50
Cleo Bell Heiple, Hawthorne School,
705 W. Hawthorne Street, Ontario, CA 91762

Forte, Imogene
Center Stuff for Nooks, Crannies and Corners; Complete Learning Centers for the Elementary Classroom, 1973. Includes worksheet ideas.
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Greater San Diego Reading Association
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Intermediate Task Cards — *$3.00 ea.*
Jackson Publications, Drawer Q, Santee, CA 92071

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Discover New Ways, 4 vols, 1972. Gives complete directions for making centers, tasks, and games. Marie's Educational Materials, 193-195 So. Murphy Avenue, Sunnyvale, CA 94086.

Howard County, Board of Education
Handbook of Learning Centers, 4 vols., Grades 1-2, Grades 2-3, Grades 3-4, Grades 4-5. 1972. Shows multi-level centers.

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